

# DEVELOPMENT OF INTELLECTUAL POWER OF STUDENTS ON THE BASIS OF LITERARY CONTINUOUS EDUCATION (ON THE EXAMPLE OF V-IX GRADES)

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**FAYZULLAEVA GULCHEKHRA SHARIPBOEVNA**

**DEVELOPMENT OF INTELLECTUAL POWER OF STUDENTS ON  
THE BASIS OF LITERARY CONTINUOUS EDUCATION (ON THE  
EXAMPLE OF V-IX GRADES)**

**MONOGRAPH**

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This monograph is intended for teachers of secondary schools, students of higher education institutions in the field of Uzbek philology, Uzbek language and literature as a solution to some problems related to the content of the subject of teaching methods of literature, as well as serves to a certain extent to achieve a positive result in explaining the essence of science to students.

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## INTRODUCTION

**Relevance and necessity of the dissertation topic.** In the world of pedagogy and literary education in the general secondary education system, significant research is being conducted on the development of students' intellectual potential, the introduction of strategies for the formation of relevant knowledge, skills and abilities in students through the use of new technologies and modern media. After all, a special role in educating a harmoniously developed person, determining the level of independent thinking and ideological and aesthetic maturity of students, ensuring the continuity of literary education in the development of their artistic and aesthetic thinking. Therefore, conducting research based on new approaches in the system of literary education is one of the important factors in ensuring the development of the field.

Improving the mechanism for developing the intellectual potential of students in the general secondary education system in the developed countries of the world, the development of infrastructure for its implementation has become a requirement of the times. Today, multi-parameter concepts of human-based intellectual development of the student's personality are being promoted around the world. The majority of approaches in pedagogical-psychological research in this area are focused on the problem of self-development of the individual, that is, the problem of person-centered education. Therefore, there is a need to study the problem of continuity and continuity in the system of literary education using the latest modern methods of world pedagogy and to inform the world scientific community about it.

In our country, a lot of research has been done to develop the artistic thinking of students, to ensure the continuity of literary education in the development of their ability to think independently and creatively. However, the introduction of advanced pedagogical technologies and practices based on international educational standards in the field of national pedagogy, ensuring the continuity of teaching literature in the system of continuing education has not been studied separately. Indeed, "Our young people should be able to think independently, have high intellectual and spiritual potential, and grow up to be happy people who do not lag behind their peers in any field in the world" [8; P. 14] "...implementation of measures to improve the quality of general secondary education, secondary special and higher education and their development". It is no coincidence that special emphasis is placed on page [11;. 35].

The idea of the continuity of education in pedagogy goes back many centuries. In particular, 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. It was the first to lay the foundations for consistency, systematization in education. Later, I.P.Pavlov proved from a natural-scientific point of view that structural integrity, which is an important feature of human higher nervous activity, is related to organic matter.

An analysis of the scientific literature has shown that the problem of membership is multifaceted. Its aspects related to continuing education in pedagogy M.D.Bershanskaya [29], A.I.Zelenkov [76], V.V.Kraevskiy [89], L.G.Semushina [112], A.P.Smantsier [113], V.E.Tamarin [115], N.G.Yaroshenko [112], B.S.Gershunskiy [69], V.S.Lednev [92], G.A.Alferova, V.I.Zagvyazinskiy [74], G.P.Zinchenko [28], V.V.Arnautov [17], N.K.Sergeev [17], A.V.Batarshev [19], O.P.Gurova, V.M.Lixach, M.N.Berulava [65], in Uzbek pedagogy E.A.Seytkhalilov [91], generally

studied by Sh.S.Sharipov [129], Sh.E.Kurbanov [91], M.K.Ashirova, B.S.Abdullaeva. In particular, the Russian scientist G.P.Zinchenko said that until recently the problem of the continuity of education was understood not as a concept, but as an idea [28; 82-p.], While F.I.Peregudov argued that the world could not be adequately reflected through a rigid education system [104; 76-p.], V.V.Arnautov and N.K.Sergeev The subject of continuing education is not the education system, but the individual [17; 11]. Some aspects of the problem of literary education in the methodology of Russian literature E.V.Getmanskaya [23], O.Yu.Bogdanova [68], N.I.Kudryashov [90], in the methodology of Uzbek literature A.Zunnunov [78], M.Mirkosimova [96], K.Yuldashev [85], S.Matchonov [94], R.Niyozmetova [100], Q.Husanbaeva [146], M.Tursunova [41 ], although partially studied by F. Egamberdieva [131], the problem has not been fully resolved.

The analysis of the above scientific sources shows the need to improve the mechanism of developing the intellectual potential of students in the general secondary education system.

## **CHAPTER I. SCIENTIFIC AND THEORETICAL CONCEPTUAL BASIS OF CONTINUOUS PROVIDING FROM LITERATURE IN THE GENERAL SECONDARY EDUCATION SYSTEM**

### **1.1 §.Integration in literary education as a pedagogical problem**

There is no society in the world in which the human factor has not played a decisive role in its development or decline. The role of people in society is determined by their contribution to the overall development.

The educational factor is the foundation on the basis of the need and necessity of renewal in the development of society. Therefore, the future of any society is determined by the level of development of the education system, which is an integral part of it. It is no coincidence that during the years of independence, the radical reform of the system of continuing education, the introduction of advanced pedagogical technologies and improving the quality and efficiency of education have risen to the level of public policy. In this regard, the head of our state Sh.M.Mirziyoev said: "... we need to logically complete our large-scale work in this area, in particular, our adopted national programs on education... We will mobilize all the forces and capabilities of our state and society for the development and happiness of our young people as independent thinkers, with high intellectual and spiritual potential, who will not be idle to their peers in any field around the world "[8; page. 13-14], makes this theme a more solid idea.

Updates in the system of continuing education during the years of independence and the definition of the content of education based on the purpose of these types of education, the creation of a new generation of textbooks - types and stages of education, require a new approach to the



problem of membership. Therefore, one of the tasks of pedagogy and teaching methods in recent years is to provide a scientific basis for ensuring the continuity of not only the types and stages of education, but also the educational process in a particular discipline. Ensuring the continuity of literary education is defined in the "National Training Program" as "the basis for the training of qualified and competitive personnel, all types of education, state educational standards, the structure of the training system and its operating environment" [2; P. 10] were considered as an important link in the implementation of continuing education. In this process, the combination of students' intellectual potential, artistic-aesthetic and emotional thinking was proved to be an important factor in the effectiveness of literary education.

Indeed, the Law of the Republic of Uzbekistan "On Education" states "Introduction of advanced forms of teaching and new technologies, technical and information means of education in the educational process" [1; 27] to ensure the continuity of literary education.

It is no coincidence that in pedagogy, special emphasis is placed on the principle of continuity and continuity of education. "This principle," writes Professor J. Hasanbaev, "is a necessary physiological and psychological law in education and ensures the study of knowledge in a logical connection. It is introduced in the creation of program and methodological recommendations for each subject, and they are carried out by studying the logical connections between laws and rules and the performance of practical work, arising from the relationship between concepts, evidence and other ideas" [143; 324-325-p].

In general, continuous is an important quality that characterizes the organization of the educational process in a certain sequence, which at a certain stage provides the strengthening, expansion and deepening of knowledge, skills and competencies that make up the content of the previous stage of educational activity.

From this point of view, the literature program of general secondary education is based on the requirements for knowledge, skills and abilities of students in each class, taking into account the age characteristics of students, educational and pedagogical aspects of the work to be studied. Can be observed to be focused on explanation. However, it should not be overlooked that the program does not strictly adhere to continuous in the scope of literary topics.

However, interdisciplinary coherence of educational practice is an important condition for the effectiveness of its acquisition and is characterized by philosophical, psychological and pedagogical features. In particular, the category of "continuous" is philosophically closely related to the category of "development". In terms of development, continuous is interpreted as both a process of qualitative change and a transition from one level to another in order to create a new quality, implying the development of the results achieved in the earlier stages.

Integration in psychology is the study of complex laws of psychological development, age-related changes; gradual acquisition of knowledge; will be considered in the context of changes in leading types of activities.

From a pedagogical point of view, continuous is interpreted, firstly, as a didactic principle, and secondly, as a process that promotes the effective organization of the educational process, a driving force (a factor contributing to the educational process), a mandatory requirement in education, development and upbringing.

It can be observed that different concepts are given to the concept of continuous in the education system.

In particular, the well-known Russian scientist B.G.Ananév: "Integration in education is the development of the system of knowledge acquired by students in the process of acquiring the basics of science in terms of time" [16; Pp. 23-25], writes another Methodist, Sh.I.Ganelin,



“...membership is the practical application of existing knowledge, skills, and competencies that underlie the learning material studied by students, and the development of the future. on the basis of which various connections between knowledge arise, the main ideas of the course are revealed, the interrelation of old and new knowledge is provided, as a result of which students form a thorough and deep system of knowledge” [22; Pp. 3-14].

In S.M.Godnik's research, membership is recognized as a law, principle, factor, condition, method, rule, tool. He concludes that “the process of membership in the narrow sense is a sequence of pedagogical demonstrations that fills the sequence gaps between the various stages of education. In a broad sense, these demonstrations are included in the general context of pedagogical activity” [70; 31-p.]. Continuing his views, S.M.Godnik states that “The connection between the pedagogical process and events means the connection between the old and the new, the new and the old in such a way that the dialectical contradictions that arise in these conditions are resolved on the basis of interrelationships” [71; p. 224].

According to the well-known psychologist S.L.Rubinstein, the essence of membership is that each stage of the learning process is based on the previous one, because there is an interaction between all stages [110; 320-p.].

Another researcher Yu.A.Kustov said that "the essence of continuing in learning is to establish the necessary links between old, new and future in a step-by-step process of expanding and deepening knowledge, skills and abilities on a higher scientific basis" [30; p. 63].

V.E.Tamarin and E.Yu.Zakharova defined the organization of each new stage of membership based on the existing experience of students and on this basis the next education as a condition that facilitates the adaptation of students to the learning environment, the content of education, methods, teaching aids if [115; 175-b .; 75; 157-p.], A.V.Batarshev developed an integrated pedagogical system of three components of

membership, which includes: membership in the formation of personality (corresponds to the motivational component of the educational process); continuity in the content of education (corresponds to a meaningful component of the educational process); continuity between forms, methods and means of education (corresponds to the process-activity component of the educational process) [19; 90-p.].

According to I.V.Artamanova, membership means a certain order and sequence, which is manifested in the process of acquiring knowledge, forming concepts, forming skills. In other words, educational continuity implies the continuity of learning activities as a necessary condition for the emergence of new knowledge [147].

In many cases, researchers understand continuity to mean continuity, continuity of learning stages, and continuity of topics in education, and deal with the problem of continuity of curricula. The same process is repeated during the education reform period. Of course, it should be borne in mind that the choice of educational content is also important in ensuring the continuity and continuity of education. There are many resources for choosing educational content. For example, V.N.Prosvirkin considered the subjects of activity, which consist of the elements that connect continuous education and its components, in the form of three interconnected blocks of interaction: 1) block - content and methods (it shows the content and methodological aspects of membership); 2) staff (should be aimed at self-retraining and self-development of teachers, as well as improving their professional skills aimed at studying the age, psychological and physiological characteristics of students); 3) environment (creation of educational development environment) [37; Pp. 41-46].

I.P.Podlasiy points out the principles of humanism, science, sequence, history, systematization, relevance to life, adaptation to the characteristics of age, comprehensibility as the principles of content formation [105; 320-321-p.].



E.V.Getmanskaya notes that the specific rules that ensure the continuity of teaching literature in secondary and higher education have been interpreted differently by different authors, however, in the process of establishing reciprocity, the general rules are always relevant and have a general historical meaning [ 23; 3-p.].

Continuity is form, continuity is content. These considerations require a different approach to the teaching of Uzbek literature, in particular, the study of folklore, classical literature, modern literature, literary and theoretical concepts. Observations The development of connected speech, literary analysis, and the integration of literary-theoretical concepts from primary school onwards is not strictly systematized across classes.

In this regard, the research of Professor Sh.Sharipov deserves special attention in terms of a large-scale and comprehensive approach to the problem. In particular, in his research, the scientist noted that the continuity and continuity of the educational process is the interdependence of science, education and production; continuity of educational content; integration in the formation of knowledge, skills and competencies; emphasizes that coherence in the formation of the student's personality, coherence in the application of teaching methods and forms provides coherence in the organization of assessment of student mastery [129; 98-p.].

Similarly, R.K.Nimatov, Q.H.Abdullayev in their work on scientific and theoretical analysis of the problem come to the important conclusion that membership provides research and management of multifaceted educational process and allows to achieve the goals of science. Solving the problems of continuity, interdisciplinary, focuses on determining the state and possibilities of interdependence of a particular subject [35; 2-5-p.].

In addition, according to a number of scholars, such as O.Tolipov and R.Choriev, consistency and coherence are one of the important principles of

didactics, and the means of organizing the content of education: the program requires a methodical recommendation, the logical connection of additional visual aids, the acquisition of new information on the basis of basic knowledge, the interdependence in the formation of knowledge, skills and competencies at certain stages of education [39; 64-65-p.].

Opinions on the research problem by various scholars in recent years can be divided into the following groups:

- Research on the problem of research has led to the conclusion that in order to ensure continuity in the system of general secondary, secondary special and vocational education, it is necessary to work on the basis of the following principles: compliance of science programs with the requirements of State Educational Standards at these stages of education; compliance with the social order; along with literary education, the reflection of theoretical knowledge of the national idea, national ideology; be able to develop reading skills in students; ensuring vertical and horizontal continuity in the program; topics included in the program include students' worldview, selected for the formation of artistic and aesthetic thinking; the adequacy of the existing loads in the program to the psycho-physiological characteristics of students; guidelines for the integration of teaching in the implementation of the relationship of literature with other disciplines are reflected in the program; views on the fact that the program takes into account the instructions for the use of information technology;
- Resolving conflicts in the learning process is seen as a mechanism for implementing integration in education: continuity in the learning process is reflected in the implementation of interdisciplinary and intercyclical relationships; views on the continuity of the educational



process as a necessary condition for the emergence of new knowledge [33; 30-32-p.];

- In ensuring the continuity and consistency of education in the curriculum: 1) taking into account the age characteristics of students; 2) the scientific basis for the level of knowledge and skills to be provided at each stage of education; 3) views on the involvement of qualified and experienced practitioners in general secondary education, secondary special, vocational education and higher education in the development of curricula for each stage of education [36; Pp. 10-11] finds its reflection.

The definition of membership in education in the above approaches shows the universality of membership.

According to D.Shodiev, in choosing the content of educational institutions and school textbooks: reflect the needs of society in the development of a harmoniously developed person in the content of the textbook; introduction of materials expressing promising theories and laws, concepts of scientific and practical significance; prevention of redundancies, interdisciplinary links; suitability for students, age characteristics and knowledge levels of students; conformity to the scope of education in the curriculum and program, the content of the textbook must be appropriate for the time to study the subject and some topics, the criteria for strengthening the relevant topics and knowledge of students must be followed [14; 14-p.].

The definition of the concept of membership is also common in the philosophical literature. In particular, F.Yu.Ismailov, who studied the concept of consistency in Uzbek philosophy [82; 175-p.] and A.A.Abdurahmonov [49; P.158]. While researcher H.Tukhtaev noted that

cognition is a connection between different stages of development, “...consistency is an important form of connection between old and new; a philosophical category that represents the continuity in the transmission from generation to generation of material and spiritual wealth created by consistency” [42; P. 77], goes the way of substantiating that.

In recent years, research on the problem of continuity and continuity in the system of literary education has clarified the issue as one of the important aspects of achieving educational effectiveness.

In particular, it is necessary to pay special attention to teaching students to read and to organize independent work on literature in the general education system; the fact that a child who learns to read a book that remembers and retells what he or she has read as if he or she has not yet become a reader is not yet considered to have fully acquired a culture of reading; however, the culture of reading should not be limited to recording the realities of life described by the writer, it should be able to distinguish between positive and negative aspects, to express one's attitude, for which school education should be independent of literature [94; 112-p.];

- Given the level of complexity, the correct choice of traditional or interactive forms, methods and tools is an important factor in improving the effectiveness of literary education.[131. 35-p.];
- Only when the level of mastery of primary school students' learning material is determined in relation to the purpose of the lesson, the student has the opportunity to freely combine knowledge, skills and abilities with new materials, as the content of education is the main factor creating such an opportunity. the importance of continuity between learning materials and ensuring their productivity [99; 4-p.];
- Comparing the seventh-eighth graders, who have passed to the next stage of physical and mental development, with middle-aged schoolchildren, and noting that they have developed theoretical ideas; until students reach this age, it is necessary to prepare them for this



at an earlier stage of education, to clearly define the specific tasks of each stage and to strictly adhere to their implementation; until students reach this age, it is necessary to prepare them for this at an earlier stage of education, to clearly define the specific tasks of each stage and to strictly adhere to their implementation;

- The role and content of literary-theoretical concepts in the curriculum and textbooks of literature are scientifically and methodologically correct; the need to ensure the consistency of theoretical concepts and knowledge based on the principle of continuity, continuity, which is intended to be formed in students from the 5th grade in the curriculum; the need for the reader to master the concepts of literary genres and means of artistic expression in an integral and coherent way; it is shown that the formation of literary-theoretical concepts requires the teacher to take into account the personality, intellectual potential, psyche, aspirations, interests of students at each stage of the educational process [93; 40-p.].

However, the problem of a comprehensive study of the relationship between the content of literary education between general secondary education and secondary special, vocational education has not yet been fully resolved.

From the above considerations, it is clear that the most important issue in the organization of education is to ensure the continuity between the types of continuing education system. Although this problem has been relevant for general secondary education for many years, it has been addressed differently in different historical contexts. At the present stage, in order to successfully solve the problem of continuity between the types of continuing education system, it is necessary to harmonize the requirements for the literary preparation of students in the curriculum.

In the education system, the concept of membership is considered in the form of interdisciplinary and interdisciplinary or interdisciplinary links across classes.

Membership in each type of continuing education system is characterized by the requirements for knowledge, skills and abilities of students. In particular, the systematic placement of educational material in a certain sequence, reliance on existing knowledge in the acquisition of knowledge, the application of educational material to a certain extent in the next stages, the duration of the stages of the educational process.

Thus, the concept of membership is associated by most researchers with the principles of structure and sequence. Systematicity and sequence determine the order of the educational process, the sequence of joints and stages, and membership means ensuring the internal connections, the structure of the stages.

Research on the subject has led to the conclusion that the rapid development of science, technology and social relations, the implementation of new requirements for the content of education is closely linked with the solution of the problem of membership. Research shows that ensuring continuity in the general secondary education system serves as a foundation for the creation of improved forms, methods, techniques and tools of continuing education.

Therefore, ensuring continuity in the process of transition from one type of education to another type of education between the stages of education is the consciousness and thinking of students; is determined by the provision of interactions in the process of acquiring knowledge, skills and abilities, as well as in their social adaptation. General secondary and secondary special, vocational education is an important stage in the formation of personality, a period of effective development of the student's mental abilities, in particular, logical and creative thinking. In the process



of literary education, it is expected that the following factors will have a positive effect on the effective development of these qualities in students:

First, to identify the continuity in the content of literary science during general secondary education and to justify the purpose for which it should be taught.

Second, to show the criteria on which the science of literature in academic lyceums and professional colleges is based on the relevance, continuity, membership of the course of literature in general secondary education.

Third, to determine the extent to which interdisciplinary and interdisciplinary connections are reflected in the content of the literature studied in general secondary education, and to ensure inter-stage coherence.

### **1.2 §. Pedagogical and psychological bases of continuity in literary education**

In recent years, in accordance with the requirements of the Law of the Republic of Uzbekistan "On Education" and the "National Training Program", the education system has been reformed and a unique system of continuing education has been created. The basis of this system is "...creates the necessary conditions for the formation of a creative, socially active, spiritually rich person and the rapid training of highly qualified competitive personnel" [2; 43-p.].

Today, when the education system is gaining a completely new content, it is necessary to re-analyze the content of literature and related disciplines, to radically reform and connect it with life on the basis of ensuring its continuity and continuity in the field of education.

At the modern stage of scientific, technical and ideological development, special attention is paid to the promotion of literary

knowledge and, in particular, to the education of the reader. After all, literature is the basis for educating young people with intellectual potential and ensuring advanced creativity in various fields. Therefore, the development of artistic and creative abilities of students is one of the important tasks of modern education.

Ensuring continuity in the system of literary education requires knowledge of the laws of this process, organizational elements, pedagogical and psychological bases, the sequence of actions. After all, the success of education depends on the level of spiritual development of a person.

In other words, "...the formation of an inquisitive, enterprising person who takes a creative approach to any work, solves any problem in a unique way should be a task before the renewed pedagogical science" [85; 38-p].

Each of the important psychological factors in the process of cognition (e.g., perception) requires the existence of a complete process in the formation of the second factor (e.g., memory), otherwise the second factor (memory) is not fully formed, resulting in third factor thinking operations will not [102; 314-320-p.]. According to the German philosopher Marten Heidegger, who considered human freedom and independence to be the main issue, things that require understanding encourage thinking. At the heart of thinking is imagination. Imagination is expressed through thought. In this regard, the level of mastery of educational materials depends on the psychological processes (factors) in the mind of the student, their integrity and completeness.

Thus, ensuring the continuity and continuity of the learning process as a result of the placement of educational materials on the basis of continuity and continuity in the study of literature, first of all, contributes to the full understanding of the subject by the student. Effective comprehension of concepts and knowledge, in turn, leads to the formation and development of logical memory. Only if the teacher monitors the level of psychological phenomena that play an important role in the acquisition



of literary knowledge in each literature lesson can he assess the level of mastery of learning materials by students.

According to N.F.Talizina, the most important feature of the assimilation process is the process of cognition and memory activity: in order to have knowledge, the student must accept them, that is, perform a certain activity with them. In other words, the process of mastering knowledge is the constant performance of certain cognitive actions by students. Therefore, when planning any knowledge, it is necessary to determine on the basis of what activity (skill) and for what purpose they are acquired by students. The teacher should also be aware that in this case the students have not been able to master all the system of actions reflected on the basis of reading skills [114; 59-p.].

It is known that the learning material is not fully mastered unless there is a certain consistency, continuity, continuity between the parts of the teaching materials in the learning process. Therefore, following the principle of continuity of literary education is an important principle of didactics, which means moving from simple to complex, from unknown to known. It requires that the materials in the State Education Standard, curricula, programs, and textbooks be logically related to each other, and that a certain level of knowledge, skills, and competencies be formed at each stage of education. Accordingly, "knowledge is the ability to master the laws of science, to apply the acquired knowledge in different situations, to apply the acquired knowledge and skills to life" [24; Pp. 3-6].

It is also important to establish the principle of teacher-student cooperation in ensuring the continuity of literary education. Well-known psychologists V.M.Bekhterov and V.M.Myasishchev describe the role of behavior (imitation and influence, which is its specific manifestation) in the co-operation of social life, emphasizing that without imitation there is no person who is a great blessing of society. Imitation derives its material from circulation, mutual induction and interaction develop due to interaction

[66; 263-p.]. Psychologist E. Gaziev noted the cooperation between teacher and student 1) the introduction of activities; 2) independent actions; 3) imitation actions; 4) support actions; 5) actions of self-government; 6) self-motivated actions; 7) to self-organizing actions [141; 140- p]. Thus, the correct understanding of the work of art, the introduction of the student to the world of literature, imposes on the teacher the task of cooperation.

A work of art in the process of perception (- a system of images that has acquired integrity, the form of existence and existence of literature and art) [139; P. 41] (- a system of interconnected images in a work of art) [139; 207 p.], The character traits of the protagonists, the essence of their past experiences are understood. In the methodology of teaching literature, "comprehension of the content of the text" and "comprehension of the literary text" are interpreted as different concepts, the first for the first stage of work on the work, and the second for the next stage. [100; Pp. 15-25].

Since literary education is related to the concept of perception, in order for a student to fully comprehend new material, the teacher must first define the goals and objectives of perception.

Second, in preparing students to comprehend new material, taking into account the age characteristics of students and the level of existing knowledge, it is required that students know the content of previously mastered material. Otherwise, the reader may not be able to comprehend the content of the new material.

Thirdly, in order to effectively master the new material, it is necessary to explain the topic in sections, highlighting important points.

Fourth, the content of the training material can be deeply understood if the new topic is studied comprehensively and the previous materials are the basis for the next topics, as well as the interdisciplinary and interdisciplinary connections that ensure the continuity and continuity of education.



The next important cognitive processes are closely related to the harmony of memory and thinking. A teacher who introduces students to the genre features of a work of art should develop their logical memory, not their mechanical memory. Consequently, logical memory serves not to remember the organizational form of the material being studied, but rather to remember its content, to relate, analyze, and comprehend the material being studied with existing knowledge. Such memory is *based on the ability to understand and remember material from memory types in a way that is interconnected by meaning* [63; Pp. 52-54]. This process of perception itself triggers the process of thinking and thinking operations.

Thinking operations are very complex. Therefore, it is expedient for the teacher to teach students to analyze, compare, generalize, understand, feel, prove their point, think, find evidence. Here it is necessary to pay special attention to the emotional features of works of art. Emotionality is characterized by the fact that it evokes certain emotions in the student.

It is known that in the lower grades, students become superficially acquainted with theoretical concepts such as lines, rhymes. In the upper grades, in addition to consolidating this knowledge, the teacher is required to organize the psycho-psychological analysis of the emotion recognized by the poet correctly and purposefully. In the linguistic analysis of a poetic work, it is necessary to first pay attention to the system of words that make it up, to explain some of the meanings of words, to study the reasons for the use of words and punctuation.

Of course, each work requires an individual approach, interpretation, according to its character and characteristics. For example, Musa Jalil's "Notebook of Moabit" [53; P. 19]. To understand the true meaning of the poem "Trust" in the collection of poems, it is first necessary to comment on the circumstances in which the poet created this work. Because this poem was written in the Moabit concentration camp, where every second

breathed the breath of death, at a time when the fate of the war was still unknown. In interpreting the text of the poem, special attention is paid to the courage of the poet, who praises heroism, devotion, patriotism:

Сенга мендан хабар берсалар,  
“Муса ўлди энди”, - десалар,  
(If they tell you about me,  
They said, "Musa is dead.")  
Йўқ ишонма, жоним,  
Бу сўзни –  
Дўстлар айтмас, мени севсалар,  
(No believe, my dear,  
This word -

Friends don't say, if they love me) the reader is told that the poet's human qualities are expressed in his verses.

The meaning of all the words in the poem "Do not believe" is familiar to the reader. So there is no need to dwell on their comment. It suffices to limit the interpretation of the phrase "grass song" used in a figurative sense in the text.

Students' attention is initially drawn to the number of syllables and stanzas in the verses and the use of punctuation.

Although the number of stanzas in the verses is not equal, it is important for the teacher to understand that they come in a strict order:

Сенга мендан хабар берсалар,	4+5=9
(If they tell you about me,)	
“Муса ўлди энди”, - десалар,	4+5=9
(They said, "Musa is dead.")	
Йўқ ишонма, жоним,	4+2=6
(No believe, my dear,)	
Бу сўзни –	3
(This word)	

Дўстлар айтмас, мени севсалар  $4+5=9$ .

(Friends don't say, if they love me.)

Our research on the problem of research has shown that an approach to the analysis of literary works from the point of view of the humanism of education, rather than a philological approach, gives positive results. Only then can the student demonstrate the acquired knowledge in practice. The traditional system of education has shown that it cannot fully diagnose a student's level of mastery. Therefore, the teaching process, especially problem-based learning methods in literature classes, the use of modern educational technologies, including a stratified approach, is widely supported by methodological scholars. Because modern educational technologies pay special attention to the pre-design of the educational process, all its aspects, in particular, the continuity of the subject, the pedagogical and psychological basis.

Psychologists talk about the quality of young students' reading comprehension as "simple realism" [100; Pp. 15-25]. In such a situation, the reader cannot see the art from what is depicted in the work of art, but seeks only the reality close to his life from the analysis of the work of art. As the teacher of literature begins to overcome this shortcoming, in the analysis of the work it is necessary to keep in mind the features of the application of the laws of art in relation to the realities of life. This process requires additional work from the teacher that is, taking into account the individual characteristics of students and working accordingly.

It seems that both philological analysis and academic analysis are colleagues in the pursuit of a single goal. If academic analysis focuses on the study of the linguistic features of a work of art, the poetic skill, style of the writer, in contrast, educational analysis also has an educational value. Educational analysis is a direction of analysis that helps to understand and feel beauty. As the reader focuses on the writer's artistic skills in the process of analysis, he or she will discover the problem as a person. Accordingly,



this direction of analysis can be called a mixture of science and art. It is this aspect that requires the teacher to combine in-depth knowledge and methodological training in literature.

From the pedagogical and psychological point of view, for 5th and 6th grades - "simple realism", the combination of art and reality in the minds of young students, for grades 7-8 - the rapid development of reading comprehension, for grades 8-9 - the fullness of the work of art. mastery, understanding the historical aesthetic connections of art and life, while at the same time it is observed that at this age the reader's perception becomes attached to the main idea. As a result, the student's ability to identify the artistic image is weakened. Compared to the first two periods, the literature teacher will be more productive in the third period (grades 8-9) to teach students problem-based analysis of the literary text and ensure that the reader thinks psychologically independently about the work of art and draws rational conclusions during academic lyceum and vocational college.

The most important goal of teaching literature in school is to bring up a modern reader who is aesthetically developed and has a human mind. However, the components of an aesthetic approach to literature, such as emotionality, curiosity, love of reading, etc., are based only on a well-thought-out system of literary knowledge, a literary product that is continuously, purposefully, dynamically and rationally selected and presented. Therefore, the problem of membership in the content of literary education of students is of great importance. Age characteristics identified and recorded by psychology, pedagogy, and teaching practices define the following stages in students' literary education: literary reading (I-IV), primary literary course (V-IX: first member - V-VII grades, second member - VIII-IX grades), historical-literary course (secondary special, vocational college or now X- XI).

However, acquaintance with fiction begins at an early age. Therefore, a crucial role in nurturing a child's interest in reading is assigned to the family, its socio-cultural environment, and the parents' reading culture.

The pedagogical and psychological aspects of ensuring continuity and continuity in the acquisition of knowledge in the field of literature on the basis of teacher-student cooperation in the general secondary education system are reflected in the following table:

**Table 1.1**

**Continuity and continuity in the system of literary education  
supply content**

<b>Nº</b>	<b>Teacher activity</b>	<b>Student activities</b>
1.	Determining the level of literary knowledge of each student in the class and helping to overcome gaps in the acquisition of new knowledge.	Mastering the knowledge of the topics covered, identifying complex concepts on the topic, always receiving methodological assistance from the teacher.
2.	Adherence to the principle of continuity and continuity in the context of State Education Standard, curriculum and syllabus in the context of literary education.	Understand and comprehend the relevance and interdependence of topics. Literary knowledge, imagining a family tree of concepts on a particular topic.
3.	Explain to students the topic of literature and the sequence of related materials, respectively, its practical significance in other disciplines.	To study the artistic, ideological and aesthetic value of the topic, to give an example of the relevance of the educational material to other disciplines.
4.	Explain the continuity of topics in the course of the lesson in a comprehensible and real-life way	Understand the continuity of the topic and the expression of its content in the works.
5.	Explain the methods of sequential study of materials on a new topic from simple to complex. Ensuring the continuity of homework, class, extracurricular activities.	To study the author's work in connection with the theoretical concepts of literature, to make a logical plan for the analysis of the work of art. Learning to analyze works of art independently.

6.	To teach students to form a tree of literary concepts of the chapter and to create a system of assignments on it in order to determine whether the literary knowledge of the chapters is formed in a systematic, holistic, holistic way.	Understand the content of control assignments given by chapter or section. To be able to create a tree of concepts by chapters and to explain the connection in it visually in the framework of practice and to create assignments.
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In short, if the pedagogical and psychological aspects of the acquisition of literary knowledge in the above table are taken into account in the educational process, the integration of literary knowledge, skills and abilities of students of general secondary education will be ensured. and plays an important role in systematization.

### **1.3 §. Peculiarities of developing students' intellectual potential in the process of literary education**

Thousands of years ago, the great thinker and poet Yusuf Khos Hajib, in his epic "Qutadg'u Bilig" [132], spoke about the qualities of true humanity, asking what was left of man, and in response to him, he acknowledged that his word would remain with future generations. It is no secret that since then, a person's self-assessment through words, in other words, spiritual and moral maturity is a product of education.

It is no coincidence that in a responsible period of the XXI century, the issue of educating the intellectual personality, improving the quality of training is in the focus of researchers in our country and around the world. This problem, like all forms of education, is closely linked with the modernization of the content of literary education, the optimization of technologies and methods of organizing the educational process. Their solution can only be achieved through the widespread introduction of more flexible and progressive scientific approaches. One of the main stages in this regard, the "State Education Standards" provides for the preparation of active participants of the "Intellectual Age" in line with the times. An active



participant incorporates an innovative process, such as the development of a well-rounded person with developed intellectual potential. The possibilities of literary education in activating this process and in the full formation of the intellect in the individual are limitless.

Intellectual development is based on the manifestation of the abilities available in the learner. The problem of developing the creative abilities of students, educating a creative, bright-minded young generation is especially relevant today. Because every graduate of school, secondary special, vocational education, which is the main link in the education system, so that young people can fully demonstrate their capabilities and abilities, knowledge and intellectual potential and use them in social life, can make the right choice of future career and future education.

It is known that in the process of work the practical activity of the human mind is not directly observed by itself. It is the task of the educational process, the school and the teacher to observe and develop the degree of independence and formation of intellectual activity. This requires the teacher to know the personality, intellectual capabilities, psyche, aspirations and interests of each student at each stage of the learning process.

His personal qualities are important in the formation of the student as a mature professional, because personal qualities are developed in the process of upbringing of the individual in the system of family and continuing education, mainly through literary education. In such conditions, the application of the principle of continuity and continuity in literary education to achieve a complete result gives a positive effect. This principle is a necessary physiological-psychological law in education and provides the study of knowledge in a logical connection. This law is the basis of the organization of education.

The formation of intellectual thinking, the development of a mature person - is not a process consisting only of the composition of individual

qualities. This is done in a way that is related to the formation of a mental, physical, moral and scientific worldview. Intellect is a person's mental ability; the ability to accurately reflect and change life, the environment in the mind, to think, to study, to know the world, and to accept social experience; ability to solve various problems, make a decision, act rationally, anticipate events [135; 179-p.]. Intelligence is a concept that defines a person's intelligence and spirituality. It is safe to say that it is a combination of human activity and its inherent factors. Consequently, intellectual potential is inextricably linked to the human factor [127; 12-p.].

Continuing education has specific mechanisms for developing students' intellectual potential. One of them was proposed as a specially organized educational environment (V.S.Ilin, V.V.Zaytsev, N.K.Sergeev), the other, the multi-parameter of human-intellectual development based on the human-intellectual development of the student's personality in the world today, concepts are put forward (V.I.Slobodchikov, V.A.Petrovskiy). In Uzbekistan J.G. Yuldashev, RF Safarova, E. Seyitkhalilov, B.R. Adizov, R. Ahliddinov, U. Musaev, Sh. Kurbanov). Such studies emphasize that at certain stages of a person's mental development it is necessary to systematically influence him pedagogically.

Although there are a number of approaches to developing students' intellectual potential, this process is still pending as a pressing pedagogical problem. It is known that it is in the process of learning that the student has the opportunity for self-development. Problems such as the organization of the educational process, identification of educational tools, identification of ways to improve them, taking into account the specifics of students in the learning process, the intellectual development of the individual is the basis for new activities have been studied by a number of educators and psychologists.

The main form of developing the intellectual potential of students in the field of pedagogy is education in the educational environment.

Education, one of the literary categories in the history of human thought and practice, has always been aimed at ensuring a balance between the leading moral values in society and their implementation by human beings. In terms of its impact on the development and formation of the individual, upbringing is always goal-oriented, first and foremost, the activity of a society with a clear goal. At the same time, the society uses all the opportunities and means available to it. The lack of knowledge to solve modern problems, the importance of the ability to look at reality creatively, the ability to think outside the box, the formation of strong personal qualities in students is of paramount importance for the new pedagogical thought [85; 38-p.].

Education is an activity aimed at the formation of qualities that are not in the nature of the student, or the elimination of some unnecessary qualities that exist, and can achieve its goal only if it takes into account all aspects of the student's personality. While today's pedagogy recognizes the unique role of upbringing in shaping the nature and spirituality of the child, it rightly refrains from the claim that upbringing solves all problems in this regard. Because upbringing, regardless of the methodology on which it is based, no matter what methods and techniques it uses, cannot cover all aspects of the process of shaping a person's personality.

In the field of psychology, the development of the intellectual potential of the student is seen as a multifaceted and comprehensive concept that has come a long way in social development. In this case, the formation of character, individual-volitional characteristics of the person and a number of other psychological processes were considered important. Regardless of the analysis of any field in the present period, its rise is unimaginable without the formation of new aspects of human character [81; 27-p.]. The character is also interpreted in harmony with the volitional actions. Character is considered in the socio-historical development of man, inextricably linked with the social nature of his activities.



The encyclopedic scholars of the Eastern Renaissance studied the problem of character and individual characteristics of man in terms of collaboration. They focused on the role of character traits and interests and aspirations in the study of teacher-student, teacher-student relationships. Education and science are seen as a way to achieve mutual maturity and happiness. In particular, Farobi believed that everyone who wants to achieve happiness in the city should strive for happiness. According to the scholar, man attains happiness only through solidarity, unity, justice and truthfulness, kindness, and good intentions [125; 166-p.].

Well-known enlighteners of the twentieth century emphasized that the personal qualities, morals, etiquette, knowledge, sharpness, intelligence, intelligence of the teacher are the basis of personal perfection, and the intellectual and volitional qualities of the character as a factor of cooperation. Currently, the problems of developing the intellectual potential of students are being studied on the basis of socio-psychological, life cycle, pedagogical and psychological aspects. However, psychology is a different modern way of perfecting a person mentally and intellectually, unique sources reflecting the Uzbek folklore, national and religious values in the presentation of non-traditional methods and techniques, interprets the study of the solution of the problems of the development of positive qualities of human personality and character in the teachings of our great ancestors as one of the main solutions to this problem. Hence, a psychological approach alone cannot be the only source of developing an individual's intellectual potential.

High spiritual and moral qualities in a person are important factors that make up the nature of humanity. And they, in turn, define the essence of human values such as moral beauty, intellectual shedding [98; 30-p.].

Intellectual potential refers to a person who lives with spiritual needs or engages in the most complex types of mental activity [133; 216 p.]. In this regard, the science of literature, which is taught continuously in the

system of general secondary and secondary special, vocational education, manifests itself as a full-fledged field that combines both pedagogical and psychological processes. Because the literary process that occurs in the teaching of literature lessons absorbs into the student various aspects of intellectual potential in the form of the content and idea of the work of art. This pedagogical continuity is organized from the day the student arrives at school in the disciplines of "Alphabet", "Reading", "Etiquette", and then "Literature". In literary education, which is based on such a connection, it is important to work on the work of art and to inculcate in the mind and heart of the student the positive qualities in it.

One of the most effective methods of teaching literature is the assimilation of works of different genres at different stages of education through literary analysis. In this regard, "unless the works of art presented to the student for study are analyzed, they do not have any didactic effect..." [144; 146 p], says K.Husanbaeva. The first result of literary analysis is to teach the reader to think. Thinking, on the other hand, is one of the main forms of mental activity.

Just as the development of students' intellectual potential in a system of continuing education is shaped by the complexity of simple mental activities, so in literary education, the age of the student, taking into account the individual feature, the content shifts from simple small texts to the analysis of large-scale, comprehensive, weighty works of art, followed by the presentation of various genres of the literary genre. In order to achieve the desired result, it is necessary to ensure the horizontal and vertical continuity and continuity of teaching literature, and in literary analysis to combine scientific, methodological, didactic analysis. Because scientific analysis is the analysis of a number of scientific and theoretical articles in literature textbooks, allows you to refer to additional sources in the study of textbooks, methodological analysis, along with the study of the subject of literature and interest in the same topic, allows students to

further develop their literary-aesthetic views, figurative thinking. Didactic analysis prepares students to study the problem, to work on artistic, scientific and scientific-methodical texts in textbooks and textbooks, to apply literary-theoretical concepts in practice and to draw correct conclusions from the independent work they have done.

Fulfillment of the following requirements in the process of literary education helps to combine and direct the pedagogical and psychological processes, develop the intellectual potential of students, strengthen their knowledge and raise their artistic level:

- to teach students to think independently and creatively with the help of various methods and tools of literary analysis from the elementary school "Reading" lessons, to continue and improve this process in the later stages of education;
- formation of mental and intellectual qualities in students, ensuring the continuity of education and upbringing;
- to achieve a conscious full mastery of the content of the studied topic and to strengthen the knowledge and understanding of students;
- to pay attention to the scientifically, methodologically, didactically correct analysis of works of art through literary-theoretical concepts and their integral connection with the problems of social life;
- to reveal the figurative nature of the literary word in literature lessons and to solve the problems of literary education in a logical sequence, on the basis of the latest achievements of science in the study of the essence of literary phenomena;
- taking into account the conscious and active attitude of students to the lesson, as well as their age and individual characteristics;
- to ensure step-by-step the integral and continuous connection of the new topic with the previous one;



- through the use of the most active and effective methods of teaching in literature classes, it is intended to achieve the continuous development of students' intellectual potential while simultaneously expressing fiction and creativity.

The development of students' intellectual potential in literature classes is achieved through the organization of education on the basis of a technological approach. In order to increase the effectiveness of literary education, first of all, the pedagogical skills of the teacher and his approach to the educational process are important. Today, the level of pedagogical skills of literature teachers requires not only a creative, technological approach to the delivery of each lesson and the subject studied, but also an integral and continuous approach.

We need to focus on intellectual potential, we need to change primary education textbooks to secondary education analysis. In this context, with a systematic approach to literary education, it is possible to observe topics that provide content continuity in the learning stages. For example, in the 3rd grade textbook "Reading book" [123 p] "Honesty" (Uzbek folk tale. Explaining the image of a farmer in this fairy tale by telling the truth), works such as "The Ant and the Hedgehog" (H.H.Niyazi. Teach students to express their attitudes to the positive and negative hero through this fairy tale), if the first concepts of honest living, not betraying others, are expressed in simple language, "Ant with a Sparrow" (Aziz Abdurazzaq. Explaining the consequences of laziness and the happiness of hard work in the analysis of the story), given in the 4th grade "Reading Book", during the analysis of the story "Six hundred sums" (Nosir Fozilov. Explaining that one of the qualities of a student's character is conscience through this work of art) in the lesson, honesty, along with feeling the power of the artistic word, positive qualities such as accuracy deepen in the mind of the reader, and moral qualities such as thoughtfulness, responsibility, diligence are perfected.

Membership in education is both a phenomenon of form and a phenomenon of content. This is partly due to the fact that in the context of education, the former is partially repeated, and the latter continues as an integral link.

In the process of literary education, the human mind, worldview, and attitudes are constantly improved, allowing the student to learn to self-assess. In order for the student to have such an opportunity, the teacher must be well acquainted with the methodology of teaching literature, based on creativity in the organization of each literature lesson. Based on the same situation, interpreting the concepts of “yesterday”, “today”, and “tomorrow” as a system of teaching is effective in substantiating the problem. At the same time, ensuring the continuity of the system **"YESTERDAY → TODAY → TOMORROW"** is of primary importance in the study of literature. This system can be understood in two different senses in the context of literature textbooks and classes.

When analyzing the literature textbooks **"YESTERDAY → TODAY → TOMORROW"**, the word **"YESTERDAY"** contains information about the rich spiritual heritage of our people, folklore, the most ancient literary monuments, the literature of the Renaissance, the period of the khanates, the literature of the jadids and the Soviet period corresponds to. Patriotism of heroes in folk epics such as "Alpomish", "Ravshan", "Kuntugmish", "Gorugli", "Rustamkhan", humanity, diligence, devotion to friendship and love, the activities of our encyclopedic scholars and representatives of the science of hadith, poets and writers in the development of the people and enlightenment, including exemplary leadership ideas in works of art. The term "Today" of the above system has been used by artists since the time of independence. The ideas he put forward in his works to date, as well as the opportunities (laws and decisions) created by our government for the upbringing of a harmoniously developed generation. It is through the study of history (yesterday) and the

present (today) in literature that the ground is prepared for future poets and writers, and this ensures the continuity of the concept of "Tomorrow" in the literature textbook.

The second meaning of this system is that when applied from the point of view of teaching literature, the words **"Yesterday"**, **"Today"**, **"Tomorrow"** are studied not in a single textbook for a class or course, but in several classes or a course of literature textbooks and complexes, incorporates a system of subject materials. At the same time, in the teaching of a series of topics from the textbooks, ensuring their continuity rises to the first stage. To carry out this process, it is necessary, first of all, to eliminate some inaccuracies in literature textbooks and prevent inappropriate repetitions, as well as to provide a pedagogical approach based on the methodology of teaching literature, rather than a philological approach in creating new generation textbooks. As a result, it is envisaged to enrich the knowledge with new information by partially repeating the previous topics in literature lessons (for the purpose of notes), to consolidate knowledge, to think independently, to have a perfect knowledge of fiction.

In this type of literature class, the teacher should be aware of the content of the same topic in previous classes, i.e. "Yesterday", regardless of the topic "Today", and the student will be aware of a particular poet, his work, leadership on the topic "Tomorrow" to get students to draw reasonable conclusions about their ideas. For example, we can analyze the work of Alisher Navoi, a large-scale topic in the textbooks of literature at all stages of high school, in the same direction:

- excerpt from the epic "Hayrat-ul abror" in the 5th grade [51; P. 93] ("Tenth Article" on this topic the reader draws a conclusion about the virtue of honesty and the consequence of curvature);
- in the 6th grade from the work "Mahbub-ul qulub" [53; P. 32] (learns generosity, generosity, hilm (gentle nature from the passage from



Part 3, forms first impressions about the journey and its benefits, analyzes words of wisdom with the help of a teacher);

- in the 7th grade from the epic "Sab'ai Sayyar" [54; 166] (read the story of a stranger from the path of the Fifth Climate and learn about Jabir's tyranny and Suhayl's bravery);
- in the 8th grade, the gazelles belonging to the series "Khazayn-ul-Maoniyy" [56; Pp. 100-129] acquires originality, artistic value, as well as the first scientific concepts of mysticism (such as pir, tarso, love, heart), understands the reality of social life on the Navoi continents;
- in the 9th grade from the epic "Farkhod and Shirin" [57; 65] through the passage taken, Farhod's courage, bravery, honesty, and humanity are expressed, and the concept of a perfect man who wants the truth is formed in the students;
- 2nd stage of secondary special education [60; Pp. 6-125] and in Phase 1 of the vocational education system [105; Pp. 191-200] Excerpts from Navoi's ghazals and epics, the concepts learned by the teacher in the lower grades are recalled and general conclusions are drawn with the students.

If a teacher follows the principles of continuity and continuity in the process of teaching this subject at school or in secondary special vocational education, in general, during the teaching of Navoi subjects, that is, when studying the topic of Navoi (for example, in 8th grade or 9th grade), students are reminded of additional materials on the subject in the lower grades (testing or application of any innovative technology in the classroom), analysis of each artist's work and its artistic and aesthetic value, only if the idea put forward is continuously absorbed can the continuity of the themes be ensured. So, as a result of "Today", "Yesterday" will be strengthened and directed to perfection, and finally, the desired result of teaching literature in "Early" will be achieved.

In addition to ensuring such continuity and continuity in literary education, achieving a holistic, widely implemented version of the topics, the following positive qualities of intellectual potential are developed in students:

- mental qualities such as intelligence, perception, intelligence, calmness, resourcefulness, sensitivity, curiosity, courage;
- humanity, sincerity, caring, forgiveness, etc. such as ethical qualities;
- qualities of contentment and perseverance, such as activity, perseverance, agility, enthusiasm, perseverance, discipline, stability, freedom;
- business qualities such as diligence, responsibility, honesty, resourcefulness;
- general qualities such as attractiveness, gracefulness, attractiveness, seriousness are manifested in behavior.

The formation of these personality traits is the main task of the process of literary education, which includes the following stages of the system of continuing education:

- in primary school (through the lessons "Reading" and "Etiquette", this period is the first stage of scientific formation of the intellect in the student - the lower stage);
- in secondary school education (acceleration of personal characteristics, the development of intelligence through education - secondary); Based on the above, we can base our views on the following figure (Figure 1.1).



**Figure 1.1. Education of a person with intellectual potential**

In short, an intellectual person is understood to be able to understand his own mental and moral qualities, personality traits, as well as to express his knowledge, skills and abilities in order to have his own worldview, point of view. In this process, ensuring continuity and continuity in literary education is a key criterion for the development of intellectual potential in students.

### **Conclusions on the first chapter**

Based on the above-mentioned views on membership in the general secondary education system and the results of various practices, the following conclusions can be drawn on the issues raised in the chapter:

1. Integrity is the ability to establish the necessary connections and relationships not only between the stages of education, its courses, but also between the departments of science, topics, from a scientific and practical point of view. At the same time, in our opinion, ensuring the continuity of teaching technology in the description of the content of education is a complete process.
2. The solution of the research problem requires the scientific development of scientific-theoretical, didactic bases of ensuring continuity in the literature within the framework of interdisciplinary topics.

3. Since the main idea of ensuring the continuity of literary education is related to the consistent development of the student's personality as a subject of education, affiliation remains a condition for scientific substantiation as a pedagogical problem.



## **CHAPTER II. CONTENT OF THE PRINCIPLE OF MEMBERSHIP AND CONTINUITY OF LITERARY EDUCATION IN SECONDARY SCHOOLS**

### **2.1 §.Conditions of continuity and continuity in the development of intellectual potential of students in the system of literary education**

One of the basic principles of modern education is continuity and continuity, which requires a certain consistency in form and content.

With the adoption of the State Education Standards for General Secondary, Secondary Special and Vocational Education, the problem of interdependence between these types of education has been formally resolved. It was also stipulated that "in setting the state standard for literary education, the noble, spiritual qualities that pupils initially tried to imitate adults should become an integral part of their character during the remaining stages of education" [12; 147 p] and "...the continuity of general secondary education with other types and stages of education and the continuity of the content of education" [13]. Didactic principles common to all disciplines taught in continuing education: scientific, systematic and consistent teaching, the integral connection between theory and practice, interrelationships between science departments, awareness and activism, demonstration, the appropriateness of teaching to the level of teaching, the consolidation of knowledge, the differential approach to learners, and the individual approach.

Implementation of continuing education objectives, transition of primary school to four-year education, availability of alternative educational institutions to secondary schools (schools, schools-colleges, lyceums, schools of art and aesthetics, etc.), variable programs and

experimental textbooks at different stages of education requires special attention to the problem of its membership. In connection with the restructuring of general secondary education, the discussion of issues related to literary education revolves mainly around its content, the structure and structure of literary reading and literature programs and textbooks. The lack of a single conceptual approach to defining the content of literary education in primary and secondary school, taking into account their membership, has a negative impact on the consistency and prospects of students' literary development and the quality of knowledge. This is why membership ideas are sometimes more declarative than practical.

In modern conditions, the transition from "Reading" to "Literature" in primary school exacerbates the problem of membership, while teaching young students to read is complemented by introducing them to the literature as the art of speech. The literature program and textbooks include high-level works of art for this purpose, as well as to acquaint young readers with a certain range of literary-theoretical concepts. On the one hand, it has a positive effect - from a small school age children have the opportunity to feel the diversity of homeland and world literature. On the other hand, it is at the content level that the disconnect between primary and general secondary school is: direct transfer of literary species from middle classes to small classes, unreasonable repetition of the content of education in primary and general school, without explicit deepening of work with a particular work; there is a formal expansion of teaching material in primary and general secondary school curricula. Thus, for fifth-graders, education again seems to start from scratch, which is a direct violation of the continuity between stages of learning and, in many ways, reduces the effectiveness of the study of mature phenomena of literary classics.

The main parts of the content of literary education are: 1) scope of reading; 2) theoretical and literary concepts; 3) historical and literary

information (in particular, the facts in the biography of the writer); 4) work on the development of students' speech.

The study of literary reading in primary school is aimed at achieving the following main objectives: acquire the skills of conscious, accurate, fast and expressive reading; formation of reading level and independent reading activity; developing students' artistic and cognitive abilities; improving the basic aspects of speech activity; fostering an aesthetic attitude to the art of speech, an interest in reading and books.

In accordance with the set goals, a reading circle is formed in which primary school students are divided into three groups of works. The first group includes examples of folklore. The second group includes examples of classical literature of our country. The third group includes samples of domestic and foreign literature written for children. Students will also learn about literary theory. In the primary grades, students learn the basic types of speaking activities. After entering high school, they develop a wide range of reading interests.

From the 5th grade, literature begins to be studied as an independent science. It has its own functions. In this class, the study of literature should take into account the level of perception of the work of art. Students begin to express their attitudes toward the protagonists.

Therefore, the connection between the content of literary education between primary and secondary school should be made in the following semantic areas:

1. Membership in student reading.
2. Integrity in historical and literary knowledge, including the study of a writer's biography.
3. Integrity in the development of theoretical and literary concepts.
4. Developing student speech is an integral part of her independent and creative activities.

As a result of the growing role of social relations in the life of mankind in the development of society, the growing attention to the personal factor of man is becoming increasingly important today. In this regard, we consider it necessary to cite the following views of Professor K.Yuldashev: “With the rise of the human factor in society, the emphasis on spiritual values, the path of science to get rid of ideological stereotypes, the recognition of the scale of educational opportunities in the formation of the human personality, the immediate renewal of school literature, freeing it from ideological interests. It requires a spiritual orientation”[84; 23-p.].

The goals and objectives of literary education determine the content of literary science. In the process of literary education there is an opportunity to increase the effectiveness of education by ensuring inter-class membership [101; 109-p.]. Indeed, the basic principle that forms the basis of the primary education program is the principle of continuity between primary and general secondary school. Literary education in primary school (within the science of reading) should be based on fundamental literary concepts rather than very simple types of artistic-aesthetic concepts. This principle is the basis of the literature course for grades 1-9. The expansion and deepening of knowledge, skills and competencies acquired in literature in post-school education and the further development of specific concepts and perceptions of literature show that every student can move from one type of education to another without difficulty.

The need to ensure the continuity of literary education implies meeting the needs of not only teachers but also parents and students. This is reflected in the “teacher-student-parent” relationship in the form of equality, mutual respect, independent thinking, serious objection, credibility, commitment to national values, and so on. It also covers all the activities of those involved in education and training in the transition from primary to general secondary schools. Students, teachers, parents, school



administration, psychologists and pedagogical service specialists are involved in this work.

Observations and research on the introduction of this process in literary education show that in its further improvement it is possible to solve the problem of membership through the transformation of the student into a subject of education, a new approach to literary education.

O.A.Anishenko, M.N.Kostikova, A.V.Batarshev, H.Nematov, A.Gulomov, K.Yuldashev, S.Matchonov, M.Mirkasimova, B.Tokhliev, R.Abdulahatova on the issues of continuity in literary education and a number of other scientists have conducted research.

The Explanatory Dictionary of the Uzbek Language defines the term "continuity" as follows: "An integrated education system consisting of interconnected and interdependent stages that develop on the basis of logical coherence and from simple to complex" [134; 267-p.].

In our view, continuity is a form of organizing and learning the necessary communication, mastering the activities that take place at each stage of learning to study the levels of proper distribution of connections between different parts of a subject in education, it also embodies the interconnectedness and interdependence of all parts of continuity through demand, form, style, and research guidance. The importance of continuity is determined by the need to fully meet the needs of the individual and society for continuing education, which can be improved over a period of time, providing each student with the appropriate learning environment.

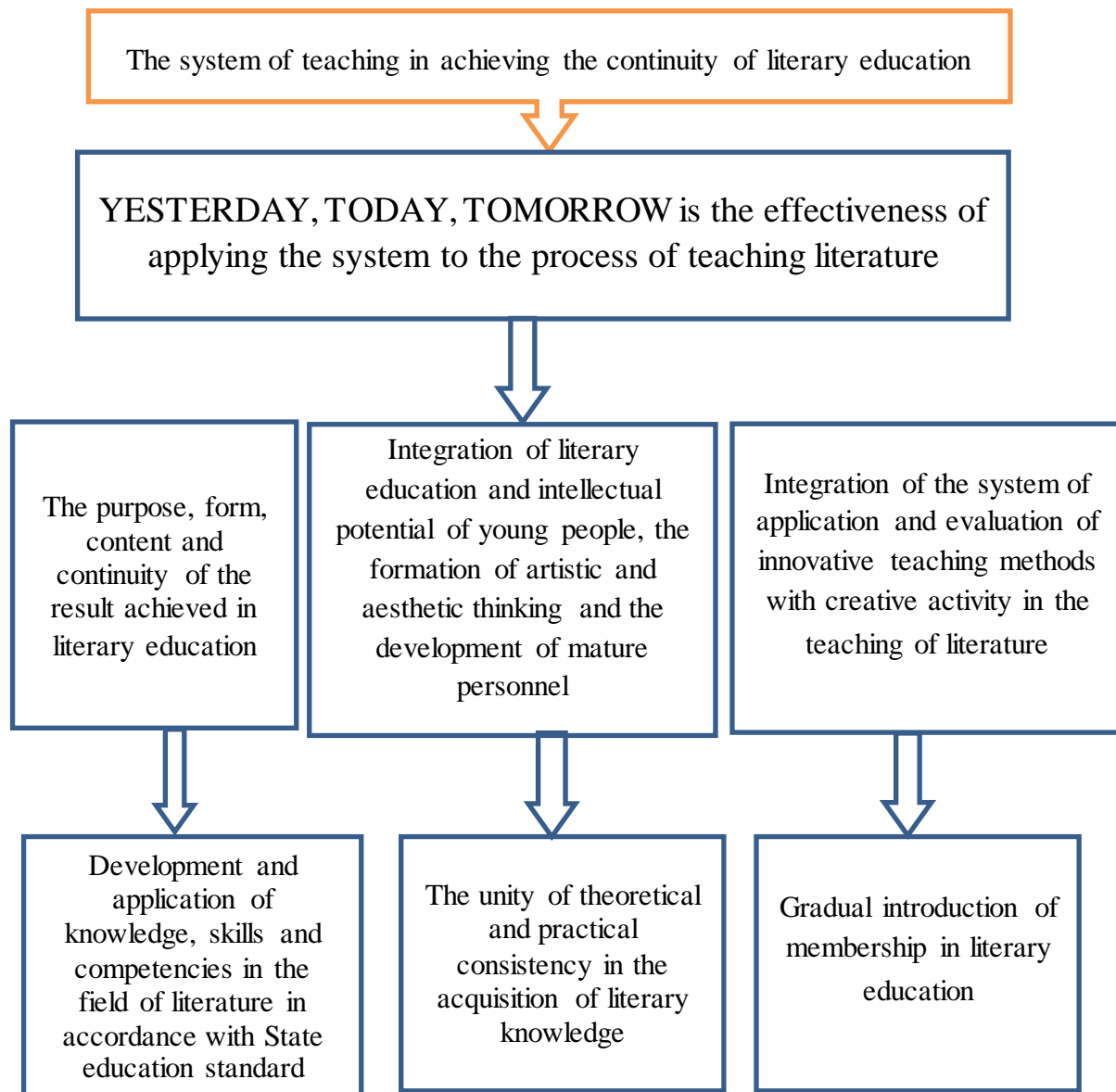
Professor Sh.S.Sharipov notes that membership in vocational education can be ensured on the basis of the following conceptual basis:

- "membership is an important component of the education system, as it is aimed at the transfer of accumulated experience to the next stage;
- the principle of membership includes such organizers as anthropological, design of the working environment, ensuring the compatibility of

axiological, educational and upbringing methods, reflecting the values" [129; 44-p.].

In our opinion, continuity in the methodology of teaching literature is not only to deepen the formation of knowledge, skills, abilities, but also to ensure the continuity of literary education in terms of form and content, as well as the sequence of topics, scientific and theoretical concepts, practical is the process of nurturing a competent person through skills, literary education. In creating the conditions for ensuring the quality and effectiveness of literary education through membership, it is necessary to pay attention to the choice of appropriate teaching objectives and content, form, method, means for each level and link of literary science.

Thus, the principle of continuity and continuity in the process of literary education means that there must be a certain logical consistency and systematization in the mastery and application of scientific, spiritual, enlightenment, educational, genre knowledge of literary topics. We express this situation as follows:



**Figure 2.1. The effectiveness of the teaching system based on the integration of literary education**

Based on the above requirements, the process of literary education between the system of general secondary and secondary special, vocational education will focus on ensuring interoperability in the development of state educational standards, curricula and programs. To this end, the Ministry of Higher and Secondary Special Education, the Ministry of Public Education and the Center for Secondary Special and Vocational Education on August 22, 2013 the order "On experimental testing of integrated state educational standards and curricula of general secondary, secondary

special, vocational education in general education subjects" was adopted, and in the 2013-2014 academic year, experimental work was carried out on general education subjects, as a result of which "Literature" in 2016, a unified curriculum was introduced at various stages of continuing education, and on April 6, 2017, new State Education Standards were introduced.

However, the introduction of an in-depth or integrated State Education Standards and curriculum alone cannot ensure the principle of continuity and continuity in the field of general education. The state educational standard ↔ curriculum ↔ a set of effective teaching methods ↔ a set of effective teaching methods will be implemented and secured. Because the concepts based on pedagogical traditions and general pedagogy are the notions of membership that are methodically propagated to the next generation on the basis of multidisciplinary teaching of literary education: purpose, task, subject, content-essence should become a teaching program of literary education [23; 3 - p].

Our observations and experiments on this issue in our research work aimed at ensuring continuity in literary education (Samarkand city 39 - secondary school, 5 "A", "B" classes, the number of students 58, experimental group "A" class) shows that in the mental state of students in the process of transition from primary to fifth grade there may be some complications associated with the following factors:

- change of social environment;
- changes in the attitude of teachers to students (increase in the number of teachers teaching different subjects, their different requirements);
- the complexity of the educational process;
- differentiation of education systems and forms;
- incompatibility of primary and secondary school curricula;



- inequality of requirements for teachers of different subjects and primary school teachers;
- expansion and complication of the scope of scientific and theoretical concepts studied.

Given the above, in the process of literary education there is a need to address the following issues:

- strict consideration of the capabilities, age and psychological characteristics of young students (the use of age-appropriate texts in the lessons of "Literature");
- to approach each student on the basis of his or her individual characteristics, that is, to avoid stratification in the study of literary topics in the classroom;
- in the period of adaptation, to develop a system of psychological approach to students. It is necessary to choose texts taking into account the interests of lower grade students;
- search for ways to prevent students from adapting to the general education class, as well as the use of various didactic games from time to time;
- to teach students the techniques and methods of expressive reading of large texts in the educational process and to coordinate them, taking into account the needs;
- constant monitoring and analysis of the system associated with the process of adaptation of students (not to ignore the psychological state that occurs in each student);
- to provide constant encouragement to primary school students in order to help them adapt to the learning process in general secondary school.

The role of teachers in solving the problem of continuity in literary education is invaluable in the problem-free solution of the adaptation of students between primary and general secondary education.

In this case, teachers are responsible for the most important issues and tasks of the educational process. These include:

- directing the educational process on the results of state educational standards;
- achieving educational effectiveness through experimental work;
- monitoring the continuous system of efficiency of the educational process;
- to achieve continuity and continuity of concepts of literary education between primary and general secondary education. At the same time, the effective use of methods for learning new ones through the identification and partial repetition of similar and continuous topics taught in the 5th grade from the content of the subjects "Reading" and "Etiquette" in primary education;
- it is also necessary to be able to correctly assess the necessary conditions and tasks for the successful implementation of the qualification control of the acquired knowledge of the student with primary education. In the successful implementation of such activities, not only the form of assessment from literary education is chosen to determine the object of assessment, but also the way to achieve positive results in the future by comparing students' knowledge with certain criteria, analyzing their achievements and finding ways to improve them.

It should be noted that the solution of the problem will require the establishment of a relationship of mutual respect, trust and support between the teaching staff and the student's family. The cooperation of teachers and parents creates the basis for the emergence of a universal educational movement in the school, the manifestation of the personal qualities and characteristics of students, and, consequently, the

establishment of successful educational activities. It also provides an opportunity to address a variety of issues related to learning effectiveness.

The development of the student's ability to self-control requires the continuous performance of daily tasks. Therefore, in the process of literary education, it is worth noting that the student's attention is focused on the formation of the ability to anticipate the difficulty in the process of self-control, to solve it in a timely positive way.

In order to implement them today, it will be necessary to develop general requirements for the contradictions between the level of preparation and mastery of the student in accordance with the requirements of the time. It is also advisable to look for new opportunities to enhance the improvement of forms of education, environment and learning process, taking into account the individual characteristics of students in ensuring the continuity of work programs of primary and general secondary education. The fact that all of these types of activities are carried out together creates a climate of success in education, and it determines the positive adaptation of students to their education in general secondary school. In particular, in the field of literature - here each teacher should take into account the individual characteristics of their students, as well as the implementation of an approach for teachers to be the center of the lesson for students, not to make mistakes in choosing teaching methods and tools.

In the process of literary education, it should also be borne in mind that parents, as well as teachers, have a great influence on the newly formed and developing person. This situation is closely related to the fact that they are able to express themselves in the process of achieving success in their lives, manifested through the common characteristics of the family, the relationship between family members. Creating a democratic atmosphere in life, where everyone can make mistakes, everyone has their own opinion, participates in teamwork, has a strong will and ideas, also plays an

important role in the formation of student dialogue, the principle of continuity and continuity in teaching literature.

Research by psychologists and educators in this regard shows that the amount of knowledge does not in itself determine the success of education. To do this, it is important that the student personally seeks, finds and learns guidance.

Membership in literary education nurtures the spirit of constant action, research, activeness, ability to solve practical and theoretical problems. It is the integration that creates purposefulness, programming, systematization, hierarchy, continuity, efficiency, planning and effectiveness in the teaching of literature, ensuring the integrity of the existing pedagogical process, its integrity, interdependence. In the educational process, however, no pedagogical goal can be achieved without continuity.

In this regard, it should be noted that the application of modular teaching technology in the field of science, the modulation of literature lessons in each class is important in ensuring the continuity of literary education. Indeed, in the process of modular learning, the system of student-teacher interaction with the teacher becomes coherent and continuous. In the process of compiling the module, the teacher's actions are also integrated [38; 16-p.]. A leading feature of modular learning technology is the ability to quickly adapt to changing situations, immediate flexibility, stability, etc., is a learning activity that ensures the independence and activity of students.

The purpose of literature education is to develop students' abilities in a positive way, to create favorable conditions for them to realize their potential.

In view of the above, it can be concluded that while students are prepared for the given situations, it is necessary to ensure that they achieve



the following in solving the problems of continuity and continuity in primary and general secondary education:

1. Achieve the goals and objectives of literary education at each stage of education to prevent disruption of membership.
2. Coordination of curricula of textbooks "Literature" and ensuring the continuity of membership in the program as part of the State Educational Standard.
3. Ensuring uniformity of form, continuity and continuity of education for all links of literary education.
4. Continuous improvement of the combination of education and upbringing in the textbooks "Literature" based on individual characteristics.
5. Ensuring the continuity of the application of acquired knowledge, skills and competencies in literary education.
6. Identify the competencies that are developing in students in relation to knowledge and age characteristics during literature classes and ensure the continuity of education.

Also, the content of literary education develops and evolves in relation to the development of society. This process is reflected in the textbooks and programs created on the subject of "Literature". In conveying and assimilating these processes into the minds of students, it will be necessary to take into account their age and psychological characteristics, as well as to deepen the scope of aesthetic influence on their consciousness and consciousness through fiction. Therefore, the quality of education can be further improved if the above-mentioned in the State educational standard, programs and textbooks, methodological manuals for teachers, taking into account the above, adheres to the principle of continuity and continuity in teaching literature.

## **2.2 §.Competent approach to literary education (on the example of teaching the concept of the perfect man)**

In a complex situation where information is globalized and threatened by a mass cultural crisis, there is a need to develop content, tools, methods and forms of developing students' intellectual potential on the basis of the continuity of literary education.

Ensuring continuity in the stages of literary education is one of the important conditions for the development of students' spiritual and moral maturity, in particular, their intellectual potential, based on the State Education Standard and curriculum students.

“In our country, - said the head of our state Sh.M.Mirziyoev at the IV Congress of the youth social movement "Kamolot", - the main task for all of us is to improve the socio-spiritual environment, to protect young people from the influence of various religious extremist movements... How can our youth be patriotic if they do not read our newspapers and magazines, if they do not know our national literature and art? What makes their minds, their worldviews?” [6].

No matter how important the solution to the problem, this issue has not been specifically studied in any of the studies created in recent years on the methodology of teaching literature.

It has been proven in many scientific studies that the main factor of positive results that a person often achieves in relevant fields of activity is that he has sufficient knowledge and imagination.

Although the process of creating a fundamental methodology of teaching literature to ensure horizontal and vertical continuity and continuity in the field of literature in the system of general secondary and secondary special, vocational education has not yet been completed, it is advisable to use the advice of experienced educators and scholars. However, observations show that some students of academic lyceums and professional colleges do not have sufficient knowledge of fiction. This is due

to several factors. The most important of these is the problem of applying modern teaching methods aimed at revealing the content of education and developing the skills of students to apply their knowledge in practice. Nowadays, as a result of the rapid growth of data and knowledge reserves, it is necessary to properly distribute science and skills to apply it in practice.

Competent approach and competence, which is a method of improving skills based on in-depth knowledge, the problem of developing and shaping the intellectual potential of students, leading scientists I.Zimnyaya [27; 43-47-p.], B.A.Bolotov [20], P.L.Borisov [21; 58-61-p.], T.V.Ivanov, G.N.Podchalimov, V.V.Serikov, B.D.Elkonin, V.D.Shadrikov, L.M.Mitina, N.V.Kuzmina, B.To'raev [43; 32-33-p.], N.A.Muslimov, B.Karimova, X.Q.Qarshiboev [46; 29-31-p] have been studied in the work of a number of scholars and a number of recommendations have been developed.

However, in these studies, the content of the formation and development of students' intellectual potential on the basis of the continuity of literary education, the logical directions, means and methods of this process are not scientifically substantiated.

Scientific research, analysis of the literature shows that the content of the formation of intellectual potential of students on the basis of the continuity of literary education in general secondary schools, the definition of methods of this process, the development of methodological bases is an urgent scientific and methodological problem. The study of this problem on the basis of a competent approach to the integration of literary education is one of the important tasks facing the methodology of teaching literature.

Research on the research problem, the analysis of the literature related to the field, showed that there are the following contradictions between the development of students' intellectual potential and adherence

to continuity in the teaching of literature in the general secondary education system.

- the problem of developing the intellectual potential of students in the process of literary education is not given due attention in the methodology of teaching literature;
- methodical recommendations on the need to increase the pedagogical requirements for the development of intellectual potential of students in the teaching of literature related to the development of social society have not been developed;
- the content, methods, means and forms of developing the intellectual potential of students at the stages of literary education are not defined;

Literature is a popular form of spreading ideology, ideas, worldviews and assimilating them to others. Therefore, the main goal of teaching science is to further expand the sphere of influence of fiction, to inculcate it more deeply in the younger generation and to achieve a positive result. Achieving this goal shows the need to apply new approaches in the teaching of literature, as well as in all disciplines in the context of today's educational requirements, to further improve the quality and effectiveness of lessons, to continuously improve the creative pursuit of science teaching. One of the principles of teaching that requires creativity from a literature teacher is a competent approach to literary education.

- literature teachers do not have sufficient knowledge on the formation of productive, partially exploratory and creative learning tasks based on interdisciplinary links on the topic.

A competent approach to literary education requires the effective use of innovative technologies aimed at enriching the content of education provided for in the State Education Standard and the development of students' intellectual potential in the learning process. In this process, one of the priorities of teaching literature as a scientific and methodological

problem is to increase the interest of students, the application of acquired knowledge, skills and abilities in new situations, the formation of learning tasks that allow to draw conclusions from observations.

Competency-based education is education aimed at developing students' competencies to apply the knowledge, skills and abilities acquired in practice in their personal, professional and social activities.

Education based on a competency-based approach provides students with independence, active citizenship, initiative, rational use of media resources and information and communication technologies, conscious career choice, healthy competitive skills, adherence to the principles of continuity and continuity in education. According to the methods of composition, competencies can be divided into general competencies based on interdisciplinary links, basic competencies focused on personal development through the content of all disciplines, specific competencies related to the teaching of a particular subject.

Students' creative approach to textbooks and other additional literature through the use of communicative competence in teaching literature, to develop the intellectual capacity to draw appropriate conclusions, to achieve full mastery of oral and written speech, training in the application of planned knowledge, skills and competencies in State Education Standard to new situations is required.

Competence encompasses a system of competencies and is inextricably linked to an individual's ability to actively participate in practical situations and to self-improve in finding rational solutions to them. Educational scholars emphasize that competence is the level of knowledge, evidence-based opinion, the level of expression of a person's level in a particular field, which allows him to think correctly about a particular situation. Competence allows a person to express opinions on specific issues, participate in the development of certain decisions, or make



decisions independently. A.Zimnyaya identifies three main groups of competencies:

1. Learning competence. Competence that depends on the individual who is the subject of vital activity related to a particular social environment.

2. Information competence. Competence is manifested in all types and forms of human activity, and his ingenuity is manifested in the process of analyzing, synthesizing, abstracting, and rationally using modern means in relation to the breadth of his worldview.

3. Communicative and research competence [27; 47-p.]. Competence in relation to a person's activity in social relations, ability to express himself, ability to find different solutions to a problem, to suggest the most rational ways, and interaction with others.

The pedagogical competence of the teacher plays an important role in the formation of student competencies. There are different views on the professional and pedagogical competence of the teacher. For example, V.D.Shadrikov divided the basic competence of a teacher into several parts, while L.M.Mitina defined pedagogical competence as knowledge, skills, abilities, methods of their implementation, communication, self-development. N.V.Kuzmina psychologically interprets professional-pedagogical competence and explains its structure with a system of special and professional, methodical, socio-psychological, differential-psychological competencies [48; 16-p.]. To put it more simply in the example of literary education, we define the process of applying or sharing knowledge of literature as a person through reading, studying, synthesizing a database, and analyzing the accumulated knowledge, skills, and competencies. Because only the acquired knowledge, skills and abilities can be shared with others in practice. The basic competencies that students need to acquire in teaching literature in secondary schools and in the

system of secondary special, vocational education are important competencies.

These are:

- ✓ communicative competence;
- ✓ competence to work with information;
- ✓ competence for self-development as an individual;
- ✓ socially active civic competence;
- ✓ general cultural competencies;
- ✓ competence in mathematical literacy, knowledge and use of scientific and technical innovations.

The practice of assessing the level of effectiveness of pedagogical activity using the concepts of "competence" has become more popular. According to scientists, "competence" is an object that a person knows perfectly - a field, which is a measure of his readiness to operate. The concept of "competence", in contrast, emphasizes the oriented classification of the individual, the ability of the graduate to work in a particular field.

As one of the elements of the general structure of competence, the authors define "natural competence". This reveals that it is a gift given to man by nature, so to speak. The most important competence in pedagogy - "competence to acquire, master" is knowledge and skills, which arise in the learning process and as a result of daily pedagogical activity [32].

The use of educational technologies aimed at the formation of students' competencies in literature lessons in the general secondary education system, to be active in the classroom, to develop their minds, it is one of the requirements of the time to show love and attention to the world around us, to increase their interest in science.

The scientist B.N.Turdiev, who stressed that in order to implement competent education, the lessons must be competent, gives four levels to the criteria of a competent course. While the first two of the levels record the teacher's ability to plan and analyze the elements of the lesson, the third

indicates how competently the teacher will implement his or her plan. The highest fourth level is achieved by a teacher who fully masters the theory and practice, pays attention to the changes that take place in the classroom during the lesson, changes different components of the lesson depending on the situation [40; 2-5-p.]. At the same time, one of the main conditions for improving the activities of students in the educational process and the development of the educational process is the organization of pedagogical processes by teachers on a scientific basis. Scientific competence in the field of literary education defines such tasks as the introduction of innovations, the organization and management of the pedagogical process, the introduction of innovative approaches to the educational process on a membership basis.

When choosing educational technologies for the formation of basic competencies of students in literature classes, the teacher determines the basic competencies defined for this class in the calendar-thematic plan, as well as the competencies to analyze the literary-speech, artistic work on science. He then chooses the method of passing the lesson, taking into account the topic to be studied and the competencies to be formed. The type of course should be based on the principle of continuity and continuity within the topics and stages of the literature.

Students will be able to participate in a wide range of projects in the field of literature, such as creative observation of a particular natural phenomenon or event, carry out practical projects such as conducting practical experiments, conducting research in different life situations, writing essays and various essays as a result of research. Therefore, in the process of teaching literature in academic lyceums and professional colleges, which are the main link in the system of general secondary education and continuing education, it is necessary to introduce teaching methods that develop students' creative initiative and cognitive activity and connect literary education with the scientific basis of modern production.

It is expedient to take into account the following factors in ensuring the continuity of teaching literature, achieving the quality and effectiveness of literary education and the implementation of a competent approach to the teaching of literature:

- identify contradictions between the amount of knowledge, assignments, tasks and level of difficulty provided by the student's ability to master in literature lessons;
- identify and make recommendations on student time budget issues in class;
- identify problems associated with the use of interactive methods in the description of theoretical concepts in the literature and their solutions;
- develop a technological map of each lesson and determine the location of the methods used in the lesson;
- timely resolution of problems related to the objectives of the lesson based on traditional education and pedagogical technologies and the differences in their implementation;
- to develop students' logical, artistic and practical thinking in the classroom;
- improving students' self-control in collaborative learning;
- conducting coherent conversations on the topics covered before explaining the new concept in each session.

The science of literature is an important science in the formation of the first five types of basic competencies mentioned above. At the same time, along with the basics of theoretical knowledge in fiction, the materials provided from fiction activate this process. However, in most cases, literature teachers use it less. Although there are not many competency-oriented questions and assignments in textbooks, it is possible to improve existing ones and focus on competencies. Composing competency-oriented questions and assignments, imagining problem situations, can also be given

to students as homework. At the same time, it is necessary to look for the example of the events reflected in the work of art from life, to study the scope of common cultural concepts.

Writing competency-oriented questions and assignments on each topic in the textbook requires a lot of work and time from the teacher. However, the increase in students' interest in science as a result of the formation of competence increases the effectiveness of teacher work.

The integral and continuous nature of literary education, the strengthening of a competent approach to it is the basis for raising the spirituality of students, the development of creative abilities and the demonstration of intellectual potential, the development of artistic and aesthetic thinking.

The harmonious human being has long been of interest to mankind, and the upbringing and development of a perfect human being has been the dream, desire, and ideal of human beings for centuries. Over time, with the passage of time, opinions about it have changed, and what it looks like is the nature of the system, the level of production depended on the style of governing the state, the development of science and culture.

Today, "the idea of the perfect man is the priority idea and principle of our national ideology, which is important in getting rid of the ideology of the dictatorial regime, in improving the national idea" [4; 47-p.], at the same time, "the person is the main subject and object of the training system, the consumer of services in the field of education and their implementer" [2; P. 10].

The idea of educating the perfect man is one of the oldest religions in the sacred book of Zoroastrianism, the Avesto ("Good Thought, Good Word, Good Deed"), Buddhism, one of the world's religions (the "Four Great Truths", the "Eight Noble Ways to Get Rid of Suffering"), It is also reflected in our holy religion of Islam (the Prophet Muhammad (peace and



blessings of Allaah be upon him) was exemplary, virtuous, morally pure, humble and humble, patient, chaste and knowledgeable, and the Qur'an).

Humanism, the issues of the perfect man, are central to Islam and mysticism. In the teachings of Sufism, man and his essence, the purpose of life, secular and divine, external and internal issues, the ways of attaining perfection and perfection, the exemplary life of the saints and prophets, mashayiks and pirs, many issues related to human activity are discussed. The mystical literature that emerged at the heart of mystical teaching also reflects the concept of educating the perfect man. When we say that a person is truly perfect, the representatives of mystical literature are mature in every way, adorned with good morals, who understand a person who is flawless, self-controlled, patient, not greedy for wealth and possessions, and who cares for such perfection with his works, who fought against dirt and vices.

The well-known literary critic N.Kamilov, who summarized and classified the views and descriptions of the representatives of mystical teachings and literature about the perfect man, came to the following conclusion:

- "A perfect man is the most perfect and the wisest of men.
- A perfect person is a person who grows up in a human society. He was not a spirit whose career was clear from the beginning, but who had matured in the process of moral-spiritual purification.
- The highest sign of perfection is to follow the right path and benefit the people. The more one benefits people with his words, deeds, and intentions, guides the wicked, and sacrifices in the way of truth, the more perfect he is" [87; 151-p.]. The scientist continued: "A perfect man is an ideal, possessing all worldly and divine knowledge, his soul is full of the Absolute Spirit, full of grace and prophecy, his image is beautiful, and his heart is pure to good feelings" [88; P. 130].

Hence, a person who has attained purity of heart, is highly spiritual, mentally and physically perfect is a perfect person [57; 93-p.]. Such a position is attained by spiritual purification and spiritual maturity. The means of spiritual maturity, on the other hand, is the word of art, for no work of art can penetrate or influence the human psyche and thinking like fiction. Fiction fully reflects not only the surrounding events, but also a person's dreams, thoughts, feelings.

Thus, pedagogy is humanized, that is, the most important value in the educational process - it is natural to pay special attention to the problems of literature education in continuing education, which can be most effective in shaping the spirituality of students in an environment where the individual is at the center of all educational activities. As the pedagogical process as a whole enters the path of humanization, the position of teaching fiction, which is inherently humanistic in nature, increases. By itself, this process is a secondary special, which is the main stage of personality formation, reform of literary education in the system of vocational education, it is not only today, but also to the extent that it can meet the requirements of the distant future, most importantly, it sets a number of goals and objectives, such as directing the didactic literature more effectively to the work of educating the perfect man. Although many steps have been taken to achieve this goal, the literature teaching methodology has reached a new level, the continuity of teaching literature and the continuity of teaching topics have not been fully ensured in the process of continuing education.

It can be observed that the textbooks created for college students in the field of literature provide partial continuity, continuity. However, in the methodological process organized by the teacher in literature classes, it remains unclear to what extent the continuity in the teaching of literature between the stages is ensured. Consequently, the urgency of the problem of membership is directly related to the general issues of the development of society and education, it arises on the basis of the need to harmonize the

rules and laws decided in the relevant field of science. The comprehensive harmonization of the individual, the formation of his spiritual and creative qualities, the generalization on a professional basis serve to ensure the practical orientation of research in this area.

The problems of ensuring the coherence of the formation of artistic qualities in students in the system of general secondary and vocational education as a separate object of study have not been sufficiently studied. Therefore, the creation of an integral system based on a single methodological basis in the formation of perfect human qualities through literary education is one of the urgent problems of the theory and methodology of vocational education. In our opinion, such a system can be created based on the following conceptual principles:

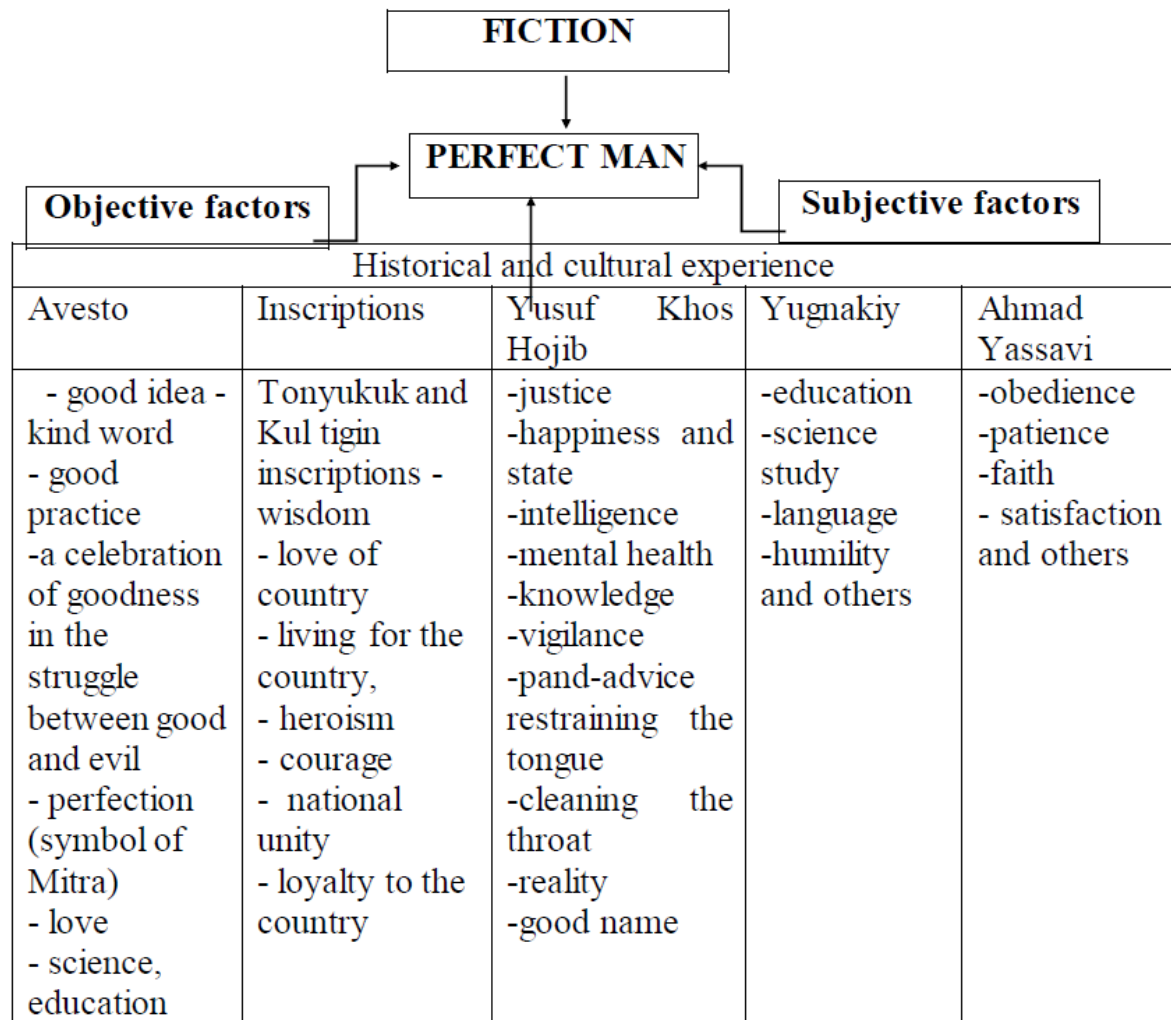
- membership summarizing the experience gained in school literary education, is an important component of literature education with a focus on the transition to the next stages;
- the principle of continuity in the teaching of literature is an axiological reflection of values, anthropological, ensuring the compatibility of teaching and educational methods, incorporates organizers such as the design of the operating environment.

Thus, membership, the implementation of the principle of interdisciplinary continuity in the study of literature as a priority at all stages of education, the full realization of the potential of the individual, development of pedagogical thinking, as a result, it creates the necessary conditions for it to choose and realize its potential in the field of professional activity.

The upbringing of a person begins with the absorption of the truth of life in his infancy. Therefore, every literature lesson taught is important in the development of the student as a person. As an example, we recommend the study of excerpts from the work of Yusuf Khos Hajib "Kutadgu bilig" in the "Literature" complex of the 1st stage of academic lyceums as a form of

teaching the perfect man (as an exhibition, the teacher must have the work of art). In the quatrains given in this work, the etiquette of restraining the tongue, obedience to the advice of parents, the qualities that lead to perfection, such as being smart, knowledgeable, intelligent, prudent and faithful, making a good name, and some vices that degrade a person are reflected.

First, the text of the work is read or some quatrains are memorized in order to further integrate the student into the lesson. After that, engage students in the topic and at the same time, to integrate what has been said on this topic in general secondary education, to ensure the continuity of the topic, the teacher determines what they know about Yusuf Khas Hajib and “Qutadgu Bilig” (students remember some information). In addition, it completes an integrated test task that reinforces the repetition of knowledge and morally motivates students who have achieved good results, after the main content of the lesson, “Concept Analysis” uses the “Five-Minute Essay” method in the reinforcement part of the lesson (Appendix 1). Figure 2.2 above illustrates, albeit partially, the conclusions to be drawn from the themes in the course of the transition, and the competencies that need to be formed.



**Figure 2.2. Expression of horizontal semantic continuity**

The generalizations of the first and second lines (Avesto and Urhun-Enasay monuments) are based on previous lessons, if the third line is filled in based on the topic being covered, incorrect conclusions in the fourth and fifth lines are given by the teacher in order to prepare the student for the next lesson and are not completed. Because the conclusions of the next series will be reached after the topic is covered.

As a result of a competent approach to literature lessons, the importance of fiction in nurturing a harmoniously developed personality increases. In a perfect human system, a person is formed who has his own worldview, point of view, learns to respect his rights, understands his personality traits, and is able to express his knowledge, skills, and abilities.



To do this, it is necessary to improve the pedagogical creativity of the teacher, to make the best use of the opportunities of literary science, it is necessary to further expand their knowledge of the upbringing of the perfect man and to be armed with important recommendations.

In short, a competent approach to literary education in the upbringing of a mature person who meets today's social requirements, as well as the organization of lessons using methods specific to this approach, leads to the desired result.

### **2.3 §.State Educational Standards, innovative technologies for developing students' intellectual potential in literature programs**

It is known that the system of continuing education is based on the continuity of education, as a result, it requires a certain consistency between all types of education. The implementation of this process depends not only on the types of education, but also on the internal (interdisciplinary) continuity of the disciplines taught in each type of education, external (interdisciplinary) membership.

State educational standards, curricula for general secondary schools and academic lyceums, which are the main basic links of continuing education, vocational colleges not only express the content of the educational process and the topics of the newly created textbooks, but also it also determines the amount and level of knowledge, skills and competencies that prospective young professionals need to acquire, taking into account the specific characteristics of educational institutions. Therefore, it is not possible to distinguish between curricula in the field of literature in general secondary and secondary special, vocational education.

In our opinion, one of the most important indicators that determine the continuity between the curriculum of general education subjects in

general secondary education and secondary special, vocational education is their suitability for the specialty curriculum. Thus, the continuity and continuity of the education system, ensuring the continuity of curricula in each type of education, based on the interdependence of types and stages of education, in terms of interdisciplinary, interdisciplinary and theoretical and practical continuity.

The concept of curriculum membership is related to the concept of educational integrity and structure. In solving this problem, we have limited ourselves to the content of literary education in grades 5-9, as well as the scientific analysis of State Education Standard and textbooks in the field of secondary special, vocational education.

In terms of continuity and continuity of literary education, we study the programs of 5th - 9th grades and secondary special, vocational education in two groups: in the first group, we analyzed State Education Standard, syllabi, and textbooks, including 5th-9th grade literature education.

The most important aspect of our scientific research is considered to be the basis of the research and included in the second direction in the three main content literary education programs and textbooks: 1) study of information on the history of literature, including the life and work of writers; 2) acquaintance with the basis of literary-theoretical concepts; 3) to develop students' speech and creative activity.

Concepts about the life and creative activity of selected writers were approached in the study in grades 5-9 in a way that differed from the traditional type of education. Innovative teaching technologies were used as the main teaching method. In particular, in addition to the concepts given in the textbook "Literature" in the 5th grade, in addition to the requirements of the curriculum and the textbook, the creative activity of the writer, which is interesting for fifth-graders, his childhood (Navoi in

national literary education), his interest in fiction, and the study of students according to their age and individual characteristics were included.

If in one textbook the concepts of the biographies of all writers are given, in another literature the creative activity of writers in literary education is not given in full in comparison with the above literature textbook.

Even when some curriculum and textbook information was passed from 5th grade to 9th grade, the content of the subject matter remained virtually unchanged. At the same time, there are some shortcomings in the education system.

In order to correct the mistakes made in ensuring the continuity of the general secondary education system, it was necessary to reconsider the scope of literary-theoretical concepts in this area. In particular, the literary-theoretical concepts in the 5th grade curriculum were analyzed. It was found that in the materials of this author there is no rigidity in the coverage of theoretical concepts. In some places, the fact that terms that are complex for a 5th grader are given without explanation requires the teacher to be vigilant.

In another program, the focus of the program on the coverage of theoretical materials for each class is the formation of artistic word art through theoretical materials. At the same time, the research center considers the concepts of the system of events, composition, general connection, introduction, introduction to the above program, the importance of teaching the structure of the work and the development of speech. The general scientific approach of the work does not allow to compare them in the process of analysis and choose the most suitable, as the programs in this direction are not multivariate.

Another program emphasizes that the teaching of each class syllabus is a basic teaching in literary education that focuses on the identification of a particular competence in a student and the problems of a particular

literary genre. In Grade 5, the genres of fiction are hardly covered, and some means of artistic imagery are listed as familiar concepts.

In all the analyzes discussed above, the literary-theoretical concepts presented by the authors are considered in terms of the possibilities of literary education.

In literary education, when this or that material is viewed objectively, it is found that they are not at the level of demand. It turned out that the concepts of literature and education are the basic concepts of the scientific worldview, the data is not sufficiently covered.

Literary Concepts In the curriculum and textbooks for grades 5-9, we considered it important to review and analyze a course in terms of teaching literature and innovative pedagogical technologies, and concluded that creating an optimal teaching option.

Little attention has been paid to the teaching of theoretical material in large-scale literature classes. In this program, some teaching methods will need to be clarified so that students can master the science of literature sufficiently. Most importantly, the acquisition of concepts should take into account the age and individual characteristics of students.

It is difficult for students in grades 5 to 9 to master the concepts of literature in the above program. Therefore, it was found that in the teaching of literature lessons in grades 5-9, enriching the minds of students with theoretical materials and ensuring that they have a basic understanding of literary education, it is important to ensure that the 5th grade materials in the literature teaching are related to the 9th grade or that they are related to the 9th grade and vocational education materials. In our view, due to the lack of coordination or coordination in the teaching methodology in the 9th grade and secondary special literature education programs, we have set a goal to develop a consensus and continuity in the teaching of literature in education. In our view, the concept of membership is poorly covered in the programs. Therefore, we found it necessary to improve the teaching system

in this area and provide methodological recommendations in terms of improving the level of mastery of students.

It is time to update the content of traditional education and radically change the organization of the educational process. At the same time, the introduction of pedagogical and information technologies in the education system will accelerate the training of students.

The use of elements of pedagogical technology in the teaching process has its own advantages. In particular, the educational process is organized in a certain sequence, ie systematically. It is necessary to pay attention to the following in the design:

- defining the purpose of the subject;
- identify the learning elements that need to be mastered in the State Education Standard;
- defining the purpose of mastering each learning element;
- on-site (optimal) selection of teaching aids;
- identify ways to absorb the content of learning elements into the student based on didactic principles;
- determining the method and criteria for assessing student performance;
- the result of the subject's (teacher's) activity is compared with the goal set for the student in the learning process, that is, the learning outcome is analyzed.

The effectiveness of education cannot be achieved by ensuring continuity and continuity in the content of education alone. Therefore, it is necessary to restructure the entire education system as a whole on the basis of the principles of membership and system. To this end, it may be effective to eliminate the existing disparities between the educational and methodological complexes created on the basis of these programs and to



systematize them using new teaching methods, while ensuring the continuity of existing curricula. The use of innovative forms and methods of education in the organization of literary education gives a positive result.

It is known that for each stage of the system of continuing education, the approved normative documents define the minimum amount of knowledge, skills and competencies that pupils and students need to acquire. It is well known that the first stage of school literary education begins with the "Alphabet" in the primary grades, and then continues with the subject "Reading" and "Literature" in high school. Students will be introduced to the basics of literacy, such as letters and sounds, their formation, syllables, words, pronunciation and spelling, phrases, sentence construction, text creation, as well as the development of artistic and aesthetic speech, creative thinking. In this case, of course, the mother tongue, reading, mathematics, the integration of the content of educational areas such as nature, man and society.

The field of human and social education includes many concepts related to morality, mental and physical education, law and economics. By organizing the process of literary education on the basis of the principle of continuity and continuity, the spiritual maturity of students and the effectiveness of the educational process are considered. In this regard, the use of the following forms of continuity and continuity has a positive effect:

**1. Gradual presentation of topics.** This ensures the connection between the training materials. With the given training material, the former is built on the condition that they do not duplicate each other, basically, one complements the other, and attention is drawn to the presence of unexplored new data. For example, the story of A.Kadyri's work "In the kid" in the 5th grade, in 7th grade, "Scorpion from the altar", in the 9th grade, "Last Days" is also presented in the form of excerpts from these novels in academic lyceums and professional colleges. Such a principle is observed in the process of continuous literary education in the

study of the works of writers such as Cholpon, Oybek, G.Gulom, A.Qahhor. However, in the "Literature" programs of academic lyceums or professional colleges, it is observed that some works studied in general secondary schools are allowed to be reproduced by themselves or by inserting excerpts from other chapters of this work. This leads to the emergence of imbalances between curricula and programs of continuing education phases, i.e., disruption of continuity and coherence. For example: a) A.Qodiri's "Scorpion from the altar", Cholpon's "Night and day", "Tashkentnoma" by M.Shaykhzoda, "My mum" by Mirtemir, "Cloud", S.Ahmad's "Horizon", "Starry Nights" by P. Kadyrov, "My Uzbek" by E. Vahidov, A. Aripov's "Genetics", O. Hoshimov's "World Affairs", O. Yakubov's "Ulugbek's Treasure" and others;

b) the complementarity and enrichment of information about the work of a particular writer, mainly based on information about the work of a poet or writer, or on the example of works of different genres based on the principle of simple to complex. In particular, the biography of the writers differs in that the materials on their creative heritage are covered in more detail in the upper classes than in the lower classes. This, of course, takes into account the age and psychological characteristics of the student.

**2. Integrate coherence in curricula.** Interdisciplinary coherence eliminates repetitive tautology-based teaching materials. For example, in elementary school, a particular chapter, seasonal change, or natural phenomenon is replaced by a text, information, picture, or illustration that can only detail the subject in the Reading book, instead of essentially similar information in the World Around Us, Reading, or Mother Tongue textbooks. can be added.

In the upper grades, such a connection can be formed in the disciplines of "Chemistry", "Geography", "Physics" and "Biology". It is also advisable to refer to the integration between the disciplines of "Psychology", "Fine Arts" and "Literature" in the analysis of external

portraits in the analysis of internal experiences in the psyche of a particular hero. For example, this process of cognition, which is characteristic of the protagonist's inner world in a work of art, is expected to be interpreted based on the concept of "fantasy" in psychology, the etymology and meaning of the word.

In psychology:

"Imagination, like thinking, is one of the processes of cognition, which participates in the internal and external nature and research activities of man, in the emergence and solution of a problematic situation with a certain degree" [142; 21-p.].

In Linguistics (Explanatory Dictionary):

Imagination is Arabic thinking, imagining; dream, strange desire; ghost.

1. The process of thinking, thought. *A thousand fantasies in every head.* Proverbs.

2. Imagination. *Gulnara's eyes and face are smiling only in the thoughts of the Lonely Traveler.* Oybek, Selected works. *[Bobur's] Sick Suddenly Tanbal, who was holding a sword, appeared in the patient's mind.* P. Kadyrov, Starry Nights.

3. Dream, fantasy. *Buried in the sweet thoughts of the future, he would perform ablution for the mahdum asr prayer.* A.Qodiriy, Scorpion from the Altar. *But I saw back in my own hand that what I thought and fell in love with in Shama was a sweet dream!* A.Qodiriy, The past days.

4. Remember, memory. *At that time the girl was alive like an angel in his [Memorial's] eyes, and in her mind had left a sacred mark.* U.Hoshimov, Listen to your heart.

Curriculum harmonization focuses on the commonalities between objects in the environment, the physical and chemical properties of events, and artistic expression.

**3. Modular connection.** Such a connection allows for the presentation of knowledge and concepts related to related disciplines as a whole system. In particular, knowledge of specific, natural or social sciences (al-Fargani, Beruni, al-Khwarizmi, Ibn Sino, works that cover the life and work of Mirzo Ulugbek in detail) is based on the purpose of the study. It is advisable to give the same topic in the plan once within the specified system, but in an integral whole. For example, the works of encyclopedic scholars, including Farobi's knowledge of the ideal society, a just system, and just rulers, are covered. This is evidenced by the fact that Beruni's works such as "The City of Noble People", "Monuments of Ancient Peoples" related to the calendar, science, customs and beliefs of different peoples, are intended for this purpose. This works in the following ways:

- a) saves students time, has a positive effect on the development of cognitive processes;
- b) prevents excessive force on materials of the same content;
- c) save money allocated by the state for education.

**4. Integrative programs.** Such programs, which combine a number of subjects or subjects related to the disciplines, should be designed taking into account the increase in the number of subjects in the curriculum. Programs of this content are useful in terms of saving both pedagogical and teaching hours. In particular, the integration of such disciplines as "Etiquette", "Sense of Homeland", "Rules of the Road" in the "Reading" program.

**5. Interdisciplinary relevance.** Learning materials within a particular subject are given in sequence to closely related learning material within another subject. One of the issues that can be taught to students in mathematics lessons is to sharpen the mind in the textbooks "Fundamentals of Economics", "Literature" or "Mother Tongue", can also be used to broaden the imagination, to develop connected speech.

For example:

"A flock of geese was flying," he said. A goose came: "O hundred geese, how are you?" he said. Then one of them said: "We are not a hundred geese, again if we have a quantity of geese, If we have half and half of us, then if you join, we will be a hundred geese". How many geese are there in the sky?

Answer: 36. That is  $36+36+18+9+1=100$ ".

Finding the answer to the riddles of this content, of course, means achieving the goal of forming logical thinking in addition to mathematical operations.

If the purpose is to convey moral and aesthetic education, speech development, norms of communicative communication, environmental concepts through works (proverbs, sayings, poems, exercises) in the content of the native language and literature, it will save time and reduce the workload in such disciplines as "Fundamentals of Economics", "Ethics", "Constitutional lessons".

In order to achieve the above goals, as noted by Professor R.G.Safarova, "development of scientific and pedagogical bases of integration of educational disciplines in the context of education; improving the curriculum based on the requirements of directing the educational process to the individual student; creation of a new generation of curricula and textbooks with integrated content; selection of integrated educational content, it must be scientifically substantiated and put into practice" [38; 16-p.].

In this regard, the analysis of national ideas in the process of literary education was addressed.

"When thinking about the problem of upbringing in the spirit of the idea of national independence, the unique way of life, thinking and worldview of our people, examples of folklore, exemplary life of our national heroes such as Spitamen, Jaloliddin Manguberdi, Amir Temur,



sources of our national ideology, as well as .....Al-Bukhari, Ahmad Yassavi, al-Termizi, Sheikh Najmiddin Kubro, Alisher Navoi, Ogahi. It should be noted that the teachings of such Eastern thinkers on the education of the perfect man are the deep roots of the idea of national independence" [95; Pp. 47-48]. For, "...as long as there is life, as long as there are countries, states and their interests, they have their own path of development, the horizons of tomorrow, their own national idea, seeks to determine through national ideology" [3; 490-p.].

National spirituality forms in itself a sense of national unity. A sense of national unity cannot exist without the quality of national self-awareness. In psychology, the concept of self-awareness is defined as "self-awareness is a phenomenon that is not innate in a person, but is related to his development. As a person realizes his identity, he realizes and realizes that he is "I" [109; P. 569], as defined in modern philosophy, "... the realization of national identity, with its vital potential, is the soul that keeps the nation's heart, soul, blood flowing in its veins and body upright. It is first and foremost a divine spiritual power bestowed by man on man, from man to nation. That is why any nation that ceases to be self-aware or is deprived of it is doomed to spiritual death. A nation that dies spiritually dies physically and becomes a crowd "[103; 373 p].

In our view, a nation becomes self-aware only through the development of the consciousness of its people. The mature representatives of the nation, especially the representatives of the literature, mobilize their intellects so that the national consciousness may move forward at a rapid pace. Such mobilization ensures the harmonization of self-awareness, national unity, national consciousness, as a result, a national idea is formed and it teaches its owner to be proud of his nation, to strive for the nation, to live for the nation. Fiction has always been at the forefront in the study and formation of this system of views. We have a practical approach to the process of strengthening and improving the national idea in students

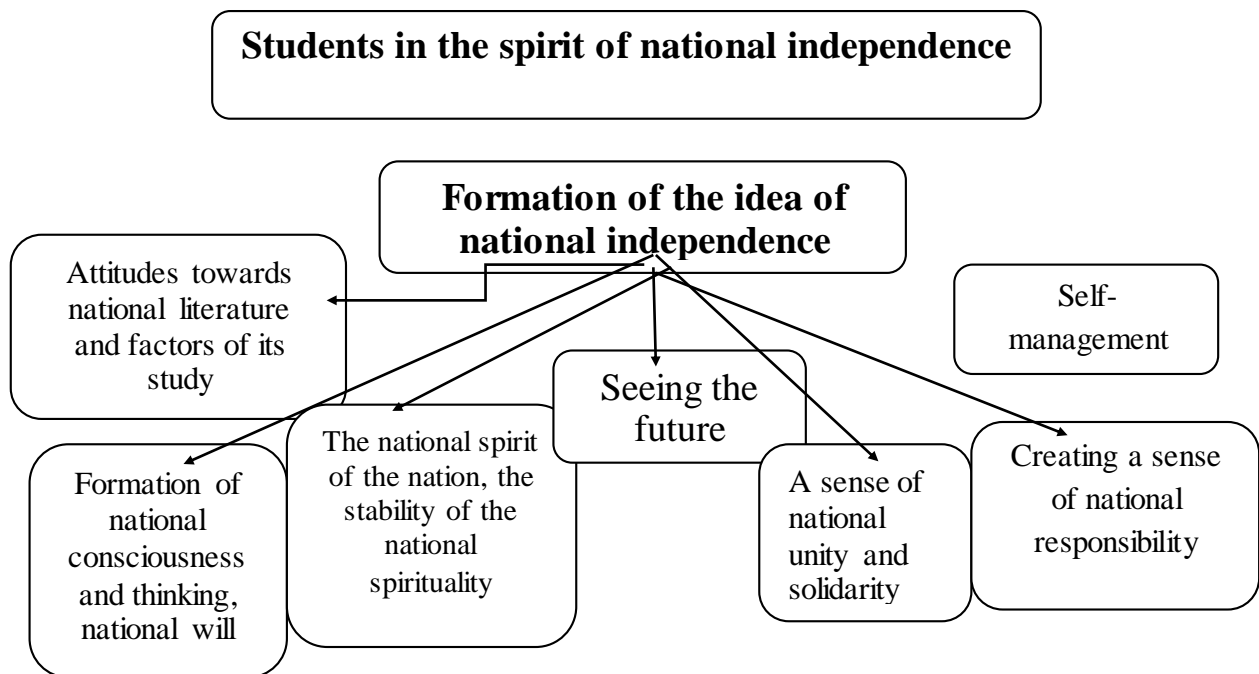
through the study of literature, our research work to ensure continuity and continuity in literary education, as well as in the academic lyceum number 1 under Samarkand State University (3rd year groups 308, 309, 310, 315, number of students 117 and experimental group 308, group teacher Sadinov Fazliddin) and we conducted experiments in the 39th comprehensive school of Samarkand (5th grade, experimental group 5 "B"). Below we share the ideas and feedback that emerged from our research.

The formation and study of the idea of national independence on the example of literary science in students of general secondary and secondary special, vocational education is carried out in two stages. The first stage: the study of the idea of national independence before independence on the basis of Uzbek literature and the ideas put forward in it, the second stage: the idea of national independence has gained special significance since independence and is studied as an expression of it in fiction. The idea of national independence has a special character in the literature of the period before independence. It was during this period that it began to take shape in stark contrast to the ideology and practice of oppression. Revealing the essence of oppression, while protecting the interests of the nation in the political, socio-legal and cultural spheres, the main task of literature in this period is to theoretically substantiate the struggle for state independence or its restoration, to inculcate it in the minds of the people.

After gaining independence, the idea of national independence has a special character in Uzbek literature, which is clearly reflected in the tasks ahead of it. The task for fiction is to actively inculcate the essence of independence in the social consciousness, to restore national values, customs and traditions, comprehensive development, such as the elimination of the defects of the oppressive era from all spheres of social life, it also includes clearly defined common tasks that are inextricably linked.

In carrying out these tasks, the current process of globalization is not taken into account and the post-independence foundation of the idea of national independence is not strengthened. The idea of national independence, which has been a beacon in the struggle against colonialism and oppression, it may lose its organizing and directing power or be drawn into more dangerous situations. Therefore, it is necessary to organize literature lessons for students from general secondary education, in an integrated and continuous manner, one of the important factors is to teach the concepts of the idea of national independence, adapted to their age and individual characteristics, from simple to complex. Only literature, with its power of influence, is a shield against this danger, aimed at strengthening independence, ideas that give a sense of confidence in the future will take precedence in the minds of our people. As the first President of the Republic of Uzbekistan Islam Karimov noted, "only idea against idea, only thought against thought, ignorance against enlightenment" [3; 86-p.]. This emphasis evokes a sense of national responsibility in each of us. A sense of national responsibility is a factor in educating students in the spirit of national independence.

The idea of national independence in the process of literary education and the following criteria for its continuous formation are important problems in the formation of the idea of national independence. We can express this in Figure 1 as follows:



**Figure 2.3. Criteria for the formation of the idea of national independence (in literary education)**

Fiction is the main criterion for cultivating the idea of national independence, because fiction is education itself. Love of good, hatred of evil, truth, justice, the sense of beauty, the taste, the love of humanity, of life, of the feeling of servitude to the Creator can be nurtured only through the work of art. Literature is an active form of spreading and assimilating ideology, ideas, worldviews. At the same time, fiction is a national spirit. In determining the image of any nation, its literature is a decisive factor, because the national literature reflects the national spirit. The idea of national independence is reflected in the spirit of the nation. No other means of fully reflecting and preserving the idea of national independence can be equated with fiction. That is why a nation without literature cannot be recognized as a nation, but forgotten.

A soul that has not been brought up by literature is a soul prone to savagery, humiliation, and evil. Because it is difficult for evil to enter a heart full of literature, it is necessary to destroy the fortresses built by literature there before moving on to evil. The heart, the mind, saturated with literature, is like a solid building with a solid foundation [34; 108-p.].

When we study with students in the process of literary education the period before the idea of national independence to independence, we conditionally divide it into two periods: 1) the literature of the period of the sharp struggle for independence of the idea of national independence, ie the period of Jadidism; 2) we study the literature of the Soviet period.

The following table shows that in the curriculum and textbooks of the system of continuous literary education there is a wide range of works that incorporate the ideas of national independence in the example of some artists:

**Table 2.1**

**Vertical semantic continuity in the stages of literary  
education**

<b>Author</b>	<b>General education schools in the classroom</b>	<b>Works</b>	<b>In academic lyceums , professional colleges</b>	<b>Works</b>
Chulpon	7th grade	Poems "Beautiful", "Purple", "Heart", "People", "To the Broken Land"	Phase III	Chulpon's life and work, poetry. The novel "Night and Day"
	9th grade	Poems "Yoke", "Pottery love", "Freedom of conscience", "Fire", "Night and Day"		
Abdurauf Fitrat	8th grade	Poems "To the star of Mirrikh", "Admonition"	Phase III	Fitrat's life and work, poetry
Abdulla Kadiri	7th grade	Excerpt from the novel "Scorpion from the altar"	Phase III	Life and work of Abdulla Kadiri. Jokes. The novel "Scorpion from the altar"
	9th grade	Excerpt from the novel "Last Days"		



As we study the examples of creativity and way of life of the representatives of the Jadid period, we see the true devotees of national independence, who have a strong will, high national consciousness and pride.

In the 9th grade of secondary schools, A.Kadiri, without losing his creativity in teaching Chulpon subjects, should direct his pedagogical skills to inculcate in students the national spirit expressed in the works of the above writers, to teach the idea of national independence sung for independence.

In order for the student to understand the artistic nature of the figurative expressions in the work to be studied, the teacher must determine how to perform the text analysis.

In particular, in the analysis of the poems "Beautiful", "Purple", "Heart", "People", "Broken Land" in 7th grade, it is necessary to identify the means of artistic expression used in them and thus choose the forms and means that serve to understand the purpose and idea.

It is worth noting that in the poem "Purple" the poet skillfully uses the art of nomadic, in the poems "Heart" and "To the Broken Land", students express their feelings of pity for the oppressed people through rhetorical appeals, such as "KBI" (Observation. Debate. Persuasion), "Wheel", "FSMU", "Communication", "Interview" and technology analysis.

Through the creative use of Boomerang technology in the study of Chulpon's lyrics, students are able to work with the text, express themselves freely on the material studied, learn a lot of information in a short time and evaluate everyone in detail during the lesson.

**The purpose of the technology** is to allow students to master the materials individually or in groups, to control the level of mastery of the text through discussion, various questions and assignments, and to provide an opportunity for real assessment of each student.

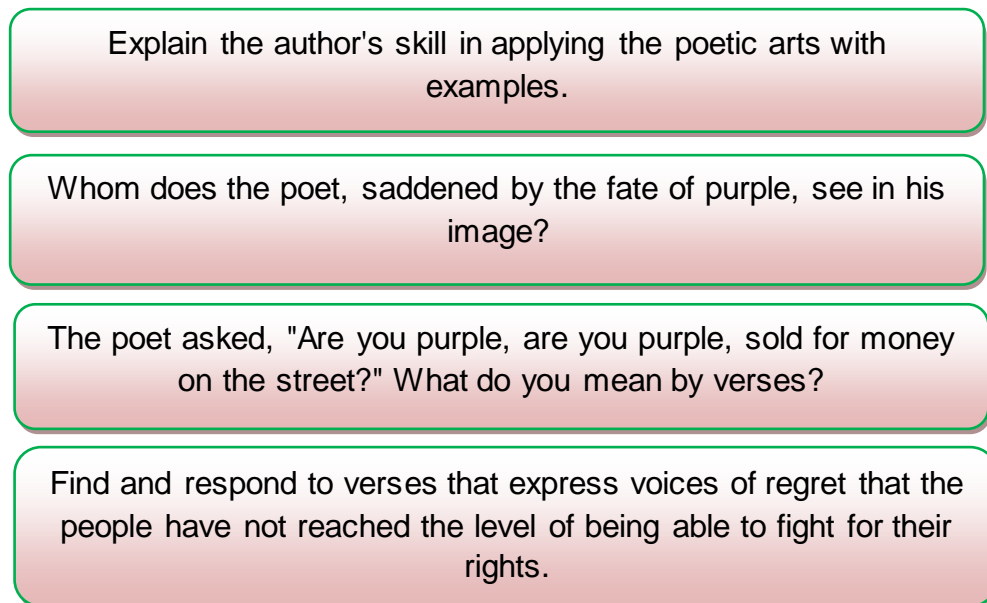
The technology can be used individually, in small groups or in groups in practical classes, seminars or laboratory sessions, as well as in conversational classes.

Additional tools, such as handouts, text, or pictures, are used to help students learn and master the lesson independently.

We implemented this technology in several stages and adapted it to the literature session and described it as follows:

- class students are grouped into small groups;
- groups are introduced to the goals and objectives of the lesson, the order of technology;
- materials on the topic are distributed for independent study;
- texts are studied independently by students individually;
- after a certain time, a new group is formed from each group member;
- representatives of the new group in turn exchange information with each other on the relevant text;
- the level of assimilation of information is subject to internal control in the form of questions and answers;
- the initial status of new group members is formed;
- mastery of the topic is determined by the teacher in the form of an oral questioning;
- questions are created according to the content of the text given by each group member;
- question & answer will be organized among all groups;
- the “accountant” assigned at the beginning of the lesson evaluates the activities of the groups or calculates the points and announces the results;
- based on the total points earned, the winning team is determined and rewarded.

For example, in the study of the poem "Purple" it is possible to prepare slides at the level of the capabilities of the computer program "Power Point" and use the following handouts (Figure 4):



**Figure 2.4. Handouts for the Brainstorming method**

In the poem "The Soul", the poet acknowledges that true slavery begins with the shackles of the soul, the national spirit, and not the shackles of the body.

That is why the poet appeals not to a person or a nation, but to the heart. Literary analysis on the example of the poet's activity and way of life shows that a free man can never be enslaved. Implementation of such methods as "Have a point of view", "Two-part diary", discussion, and round table will allow to increasing the level of mastering to a certain extent. In the analysis of the text, the poet's appeal to the heart as the idea of national independence should be in the center of everyone's attention.

The educator must always take into account that adolescents tend to be more assertive in social reality than younger classes and try to think like adults, and that their thinking and consciousness are rapidly advancing to maturity.

The analysis of any literary text given in the textbooks increases its effectiveness and leaves an indelible mark on the mind of the reader. In the

process of analysis, the generalization of the ideas expressed in the play and its connection with subsequent topics ensures the continuity of literary education, as well as the achievement of the intended purpose of teaching fiction.

The Chulpon theme and the period of Jadid literature in general continue in the 3rd stage of the academic lyceum. Explaining the topics of the secondary special education system, such as "Straw Piece", "Revolt", "Hazon", with the topics covered in general secondary education, ensures the continuity of teaching the idea of national independence.

Common aspects of the works of such representatives of modern literature as Chulpon, Usmon Nasir, Fitrat, Behbudi, whose ideas of freedom, liberty and independence were sung at different stages of literary education or a comparative study of the specifics, in which the method of comparison, such as "Venn diagram", "T-table" can be used instead of graphic organizers.

While teaching Soviet-era literature to students, Erkin Vahidov introduced the idea of independence and the struggle for independence to Uzbek poetry in the 1960s, the generation that grew up in the Soviet era, eagerly read such poems, which expressed a sense of national pride and glory, glorified the ancestors, Professor Yuldash Solijonov's poem "O'zbegin" written by Erkin Vahidov at that time struck lightning in people's minds.....This is due to the fact that the poem "O'zbegin" was born in its time as a spiritual need of the nation and expressed the desire of the people, albeit slightly renewed at the moment" [116; 480-p.], we must explain that it is emphasized by such confessions.

The theme of the idea of national independence, which began with the poem "O'zbegin" in the 6th grade of secondary schools, will be continued in the next stages with the inclusion of the national idea in Erkin Vahidov's poems "Man", "Rebellion of Spirits". Conversational, heuristic or research methods can be used to study these works. In particular, the study of the

poem "O'zbegin" involves the acquisition of the content of the text and the effectiveness of education through the use of the method of interpretation in the method of creative reading.

We applied the interpretation method as follows:

a) to extract from the work items related to the most ancient periods of the history of the Uzbek people and work on certain terms (for example, to give information about the Pamirs, Tiynashan mountains and their proportions);

b) to dwell on the history of monuments cited to substantiate the antiquity of the nation's history (the ruins of the ancient "Afrosiyob" or the ancient Turkic inscription - "Orhun's letter" serves as a poetic proof of ancient history);

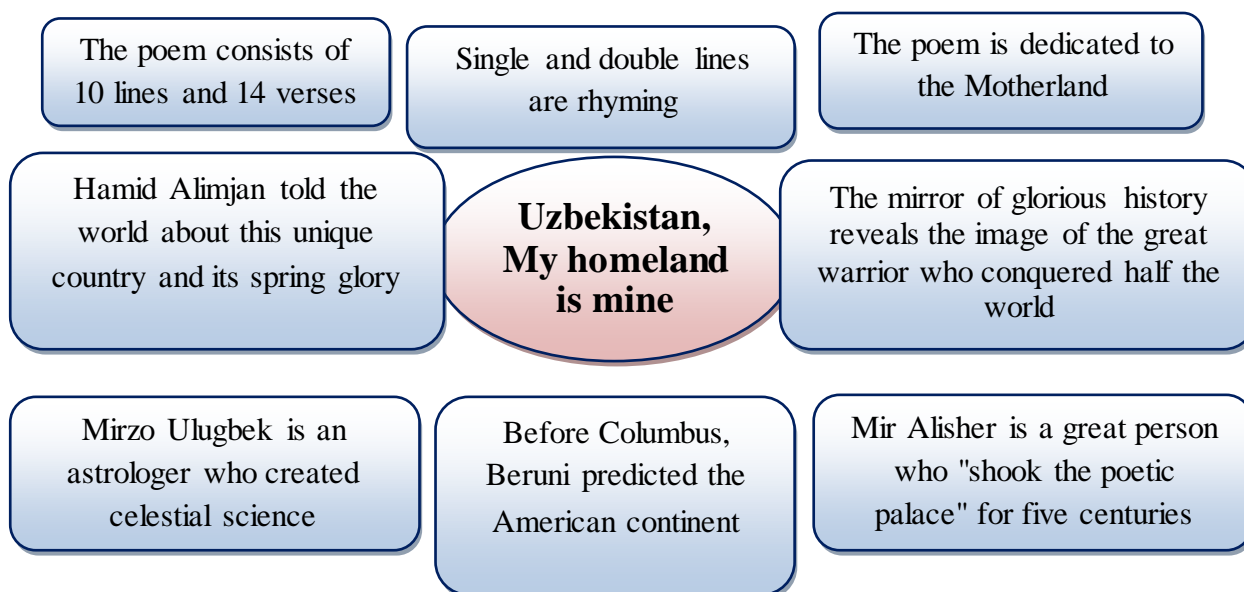
c) to comment on the system of images of mature representatives of the Timuri period, the plates that reveal the leading features of their work, activities (evaluation of the pre-historical services of such figures as Mirzo Ulugbek, Mir Alisher, Mirzo Bobur, Mashrab, Nodira, Furkat, Muqimi);

d) interpretation of poetic verses based on the text, which contains the current image of an independent country, a sense of national pride;

e) the meaning is worked on unfamiliar words (in the form of commentary on words such as Muqanna, Sarbador, Qaysari Rum).

In 5th grade, the study of Abdulla Aripov's poem "Uzbekistan" on the basis of the **method of "Imaginary Map"** helped the student to embody the scene in the poem in memory and form the following diagram (Figure 5):





**Figure 2.5. The structure is formed on the basis of the method of "Imaginary Map"**

Processes such as memorization, consolidation, and retrieval of knowledge from memory are recognized as important aspects of the "imaginary map" method. In this case, a question and answer is asked with a specific student, and the answers are recorded on the drawing in a certain sequence.

The above analyzes were seen in the example of the work of some poets studied at the stage of general secondary, academic lyceum education. In fact, every historical source included in the textbook of literature embodies the idea of nationalism, national spirit, national independence in the life and work of the poet and writer. An integral study of these works should be the main goal.

The literature of the post-independence period of the idea of national independence was further enriched by the hymns of nationalism. In the literature of this period, the restoration of historical truth, the glorification of national values, freedom of speech, understanding of the essence of the concept of homeland, the history of the country and the creation of works of art with pride about the children of its heroes, perfect people. The main tool in the study of the literature of the independence period with the

reader should be to inculcate in the mind of the reader the post-independence image of the idea of national independence.

In short:

- 1) national literature - the life of the national spirit;
- 2) no science and means of education have the power of fiction in the full formation of the national spirit (idea) in the pupil, student and individual. Hence, it is the teacher's responsibility to make effective use of this feature of literary science;
- 3) the gradual teaching of the interpretation of the national idea in works of art, as well as the periods of struggle for the idea of national independence, further clarifies the essence of this idea in the minds of students;
- 4) 4) as a result of the integrated use of educational technologies in the teaching of science, students' interest in fiction increases and they realize that the complex problems of material and spiritual unity, harmony and disunity in today's world can be solved;
- 5) to interpret the literary analysis of Uzbek poetry, prose and dramatic works in the national spirit, in accordance with the principle of continuity and continuity of education, the idea of national independence; the inclusion of each lesson process on the basis of a calendar theme will undoubtedly cultivate in the student a national consciousness and spirituality that can withstand the conditions of the current globalization.

## **2.4 §. Principles of developing students' artistic-aesthetic and creative thinking**

Today, the development of speech, the development of speech etiquette, the formation of creative and artistic-aesthetic thinking is one of the laws of pedagogical activity aimed at training mature personnel.

So how are speech, speech etiquette, and creative thinking intertwined? Speech is the functioning of language in the processes of expression and exchange of ideas, a specific form of life of language as a separate type of social activity. Speech etiquette Acquisition of norms of oral and written literary language, as well as the ability to use the visual means of language in different communication situations in accordance with the purpose and content of speech [119; 5-p.]. Contemplation is the highest form of human mental activity; the process of reflection of objective reality in the mind. Thinking is manifested in close connection with language and speech [136; 299-p.]. Therefore, creative thinking, along with speech maturity, reflects the product of creative work, discoveries, inventions, and other similar human thinking.

Although the development and improvement of students' speech at different stages of continuing education is mainly taught in terms of language, the development of speech maturity in the field of literature is also considered an important condition for full mastery of artistic speech and thinking. Developing students' oral and written speech is one of the important areas of literary education. Enriching students' vocabulary through acquaintance with works of art, developing connected speech and teaching them to express it - these are the main tasks starting from preschool education, primary, general secondary and secondary special, vocational education practice is provided and this is mainly solved by teachers.

In this regard, the question arises as to how to ensure the continuity and continuity of the development of students' speech and creative activity in literature classes.

If the task of forming and developing literacy and oral and written fluency skills is considered as a basic state requirement in preschool education, it is reflected in the curricula and plans of primary school "Mother tongue", "Reading", "Etiquette" and similar subjects, in the

curriculum and textbooks of the subject "Literature" for all stages of secondary school. For example, in the program co-authored under the leadership of B.Tukhliev, B.Karimov, the following ideas about the development of speech and teaching of creative activity were emphasized: "The tasks of teaching literature: to instill in students a love for fiction, to enable them to read, understand and analyze works of art, it consists in cultivating the ideas of the literary text in such a way that they can express them correctly and freely, both orally and in writing" [121; 7-p.].

Among the tasks aimed at teaching literature in the standard curricula of the academic lyceum, compiled by B.Tukhliev, N.Akhmedov, "Literature", "Rules of literature", "Folklore":

- "formation and development of interest in reading and understanding a work of art;
- acquaintance with the literary text, as well as improvement and development of oral and written speaking skills on the basis of analysis, etc. [119; 5 p.], in the curriculum for academic lyceums and professional colleges, "Developed by A.R.Rafiev, N.Gulomova, one of the main requirements of the program is to expand the horizons of students, not to put them in a "mold", to allow one to express one's point of view freely and to focus on independent thinking. It does not follow a single opinion on the work studied, it is intended to ensure that each student has his own opinion, his own point of view" [107; P. 4], students from general secondary school to secondary special, the transition to vocational education requires that speech skills and competencies be mature, mentally independent, and creative thinking rise to a slightly higher level.

It should be noted that the authors take into account the differences between the age and individual characteristics of students in determining the topics and requirements for the content of the program, as well as the complexity of the language and style of some works of art (especially lyceum 1st year). teachers should also take this into account. In the course

of our research, we see that some students are not ready for the analysis of such works at all, speech and creative thinking are underdeveloped, relying only on the help of the teacher in any creative process. It is very important to eliminate such shortcomings in students, not in academic lyceums and vocational education, but in primary education.

Today, reading in primary education, etiquette textbooks also show the importance of covering in their practice all the main directions of work on the development of students' speech, the formation of creative thinking, the continuity of continuity. However, a number of creative tasks (adding famous or known stories, essays on literary works, writing stories, writing reviews, etc.) designed for elementary school students seem very complicated to us. But such creative work cannot be completely abandoned, in which the teacher is considered to be the solver of the problems of the learning process through methods based on consistency and logic, ranging from simple to complex.

When students' speech knowledge, skills, and competencies are not sufficiently developed in primary education, the 5th grade mother tongue and literature teacher faces a number of difficulties in carrying out this type of work throughout her career. Therefore, recommending such tasks to primary education, which remains a problem in the curriculum and literature, requires long-term, step-by-step preparation of students based on a specially developed methodology.

Thus, despite the fact that the level of continuity in the development of students' speech and creative activity is sufficiently covered in the software and teaching materials, in practice the process of performing a number of creative tasks is disrupted due to poor preparation of primary school students.

The teacher's ability to direct serves as a key tool in overcoming such situations in the development of speech and creative thinking, in the management and improvement of student thinking activities. While the



educator is an ideal source of imitation for children in the development of speech, the formation of moral norms in preschool education, although the types of education in primary education are somewhat more complex, the first teacher takes this place. As the source of imitation (science teachers) increases as students move into general secondary education, a more influential teacher can be a role model for students in their subject area or be embodied as a competent individual. The high role and influence of the mother tongue and literature teacher in this process of general secondary education is an important factor in the relatively easy mastering of other types of subjects at this stage of education and the ability of students to think independently and draw their own conclusions.

First, the teacher goes over a topic (work of art) in the textbook, then raises a problem on the work (for example, about an educational idea put forward in the work), and students look for guidance to solve the problem. The teacher then assigns them the task of independently describing the idea of the work and instructs them to solve it. After listening to students' understanding of the idea of the work, it summarizes the ideas expressed and provides guidance in finding the most appropriate of the ideas.

The correct placement of the problem on the subject is an important factor in the development of speech and creative activity. Because when a vital problem arises in a person, the process of thinking intensifies and thinking becomes more active as it finds a solution. In doing so, the teacher must provide a number of solutions for students to think correctly and avoid situations that may deviate from clarity as a result of the proliferation of conclusions. When we applied this method in practice, we achieved an effective result.

It is no secret that in today's age of globalization and information technology, teaching students to read books is much more difficult. A reader who does not feel the subtle psyche of the protagonists as a living person, the writers' philosophical views on identity and human

understanding will not read the work to the end. The psychology of the protagonists of the work can be deeply understood only through the analysis of the image of the scene, the aesthetic ideal and the artistic idea put forward by the writer.

Once the reader is familiar with the text, as he or she analyzes the work based on the given task, the thought process begins. This process fosters independent thinking in the reader.

Any analysis begins with the title of the literary-aesthetic work. Entering his soul in the process of reading the work helps to make the image of the events clearly visible to the reader. Thus, the perception of the character traits of the protagonists, the philosophical observation based on the genre features of the literary text, opens the way to the understanding of the writer's aesthetic ideal. This helps to implement the program requirements, which are aimed at giving a vivid picture of the literature on the example of the work of some writers.

Creative reading plays a special role in shaping students' artistic thinking. Well-known Methodist scientist N.I.Kudryashov includes the following methods of creative reading: "A teacher's commentary on a literary text and a statement that aims to ensure that students understand the work as accurately and deeply as possible, emotionally; a conversation aimed at deepening the students' direct impressions of the work read and directing their attention to the important ideological and artistic features of the text, or the art that emerges from the work read; setting a moral, socio-political problem, the teacher's speech with the aim of activating the students' saturated artistic experiences in the process of studying the work after reading the work" [90; 60-p.].

Apparently, creative reading, unlike annotated reading, requires a creative approach to exposing the essence of the text directly.

In 7th-8th-9th grades of general secondary education, as well as in the 1st-2nd year literature textbooks of the academic lyceum specializing in

the humanities, works of art on classical literature are widely covered. Recently, as a result of superficial views of teachers, we are witnessing a slowdown in students' mastery of classical works and their understanding of meaning, speech growth and creativity. This situation is explained in some studies as follows: despite its prestigious role in literary education, the teaching of classical literature and Navoi's work is still unsatisfactory. While there are a number of reasons and factors for this, two of them are leading. This is due, on the one hand, to the directives - standards, programs and textbooks based on them, methodological manuals, which now need to be revised and improved on the basis of scientifically proven, proven in practice criteria. On the other hand, it depends on the personality of the teacher who is the creator, practitioner and executor of the lesson [137; 375-p.].

The reason for this is that the language of classical literature differs from the modern Uzbek literary language phonetically, lexically and grammatically. This is a natural situation for a student who is just entering classical literature, but a literature teacher who owns his or her profession should address this problem methodically. When moving on to topics related to classical literature, the teacher should work with students on a dictionary, not ignoring the explanation of each unfamiliar word. At the same time, given that the words explained in the dictionary are not always used in the context of the work of art, it is necessary to teach the reader to understand the contextual meaning based on the purpose of the creator. In this process, it is more important for the student not only to rely on the help of the teacher, but also to achieve independent work. Only then will the integral development of the student's speech and creativity take place in a certain direction.

In addition, the organization of some didactic games and lessons during literature lessons at each stage of general secondary education is effective in the formation of independence of student speech and

worldview, teaching creativity. For example, in the Word-Assignment game, the teacher gives a word of at least fifteen pairs of words and four matching words to test students' memory on the topic. One of the four words placed in a row must match the first word. For example, the phrase "Three brothers are heroes": Heroes are five brothers, three brothers, four brothers, two brothers; Kenja batir - story, poem, quartet, parable; The story is of a fox, a parrot, a nightingale, a sparrow and more. Also "Find words", "Say the content of proverbs", experience has shown that playing "Brainstorming," "Asking Questions," "Continuing the Story," and "Imaginary Events" on a membership basis can help students achieve their goals of improving their speech and creativity.

In directing students of academic lyceums and professional colleges to speech and creative activity, changes in their age, joining the ranks of adults, the desire to seek truth from life, we believed that they should be taught the rules of philosophical thinking in relation to the work of art, the life and work of the writer, taking into account their psychology. In doing so, the student must first be able to understand, think, and then draw conclusions for him. If during the study of a work of art the teacher can arouse in the student a sense of desire to know the essence - the event, the cause - the consequence, any learning will lead to success and ensure the active, perfecting of the student's thinking. It leads to a perfect and complete understanding of the idea of the work of art being studied. At the same time, the teacher chooses for students' serious types of didactic games based on the age and individual characteristics of the students.

In short, the development of students' speech and creative thinking is a process that is organized on the basis of continuity and continuity at each stage of general secondary and secondary special, vocational education, because a scientific worldview that becomes more complex in the transition from stage to stage requires perfection from the learner's verbal and creative thinking.

## **Conclusions on the second chapter**

Based on the comments on the research problem, the following conclusions can be drawn: according to the structure and content of literature programs, students are introduced to the masterpieces of Uzbek and world literature, develop consciousness and artistic outlook, aesthetic taste, moral and spiritual qualities of identity.

In the approach to literary education in grades 5-9, the character and creativity of students were conditionally studied in three sections:

1) works that were familiar before the period of vocational college (because they were studied organically in grades 5-9, for example, the subject of Navoi).

It will be much easier for students to work on the generality of this topic in later courses, as students have similar feelings before reading similar texts and have an emotional impact on that source. Continuity in literary education is ensured when a situation like the above is done on a systematic basis in the reading process.

2) Exploring age-related interests in grades 5-9. These constitute the main content of the literature. In the literature in the first place, the process of emotional cognition of students led to the achievement of the main goal.

3) creative level-oriented materials. The recommendations given as a result of the data-based teaching increase the vocabulary of students, leading to this creativity, which leads to the integration of teaching in secondary special, vocational education with the system or methods of teaching in secondary school.



## CONCLUSION

1. Adherence to the system in the process of literary education is an important factor in achieving the effectiveness of education in the development of intellectual potential of students, the formation of artistic, aesthetic and emotional thinking.
2. The lack of emphasis on interdisciplinary and interdisciplinary communication in literature programs has led to the lessons being conducted in a uniform, traditional manner. This has led to the stagnation of independent creative thinking, which has a negative impact on the understanding of the imagery of fiction, and the ineffectiveness of the culture of reading.
3. Experimental work on the problem in the process of literary education to teach students to research and think critically, to use more interactive methods in the classroom to teach the defense of ideas on the subject, reading competitions, competitions have shown that encouraging active students serves the education of artistic and aesthetic thinking, including intellectual potential.
4. The current ideology of globalization related to the development of social society, as in other fields of science, requires that the literature programs of general secondary schools be improved to the extent that they fully meet the requirements of the State Education Standard for the development of students' intellectual potential.
5. The formation of students' reading culture, independent thinking skills, oral and written speech, development of creative abilities on the basis of problematic questions and tasks, enrichment of vocabulary play an important role in embodying the spiritual and moral image of the person.
6. It is closely connected with the development of intellectual potential of students in the system of general secondary literary education,

the formation of artistic and aesthetic thinking, the implementation of the requirements of the State Education Standard on building a democratic society, plays an important role in forming self-awareness, patriotism.

7. The technologicalization of the process of literary education, the organization of creative work independent of literature on the principles of membership, the organization of educational games and the creation of educational projects are leading in the formation of students' literary knowledge, skills and abilities.

8. The current process of globalization requires the improvement of the methodology of developing the intellectual potential of students in the literature at the general secondary level on the basis of the latest achievements of the social sciences and humanities.

## PRACTICAL RECOMMENDATIONS

1. It is important to constantly improve the combination of education and upbringing in the textbooks "Literature", based on individual characteristics.
2. Given that the teacher works with students on the vocabulary in the transition to classical literature, does not ignore the interpretation of each unfamiliar word, and the words interpreted from the dictionary are not always used in the context of the work of art, the student understands the contextual meaning needs to be taught.
3. Improving students' speech and creative thinking should be organized on the basis of continuity and continuity at each stage of general secondary and secondary special, vocational education.
4. It is necessary to analyze the theoretical foundations of the problem and the problem, the experience of foreign education systems, the analysis of existing curricula in general secondary and secondary special, vocational education and the development of a coherent curriculum based on the results of experiments.
5. The main purpose of the proposed program is: firstly, to ensure interdisciplinary, interdisciplinary continuity between types of education, and secondly, to create invariant programs in specific areas of vocational education, based on this program.

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