

LITERARY EDUCATION IS AN IMPORTANT FACTOR IN THE DEVELOPMENT OF STUDENTS INTELLECTUAL POTENTIAL

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Annotation. The article reveals the development of students' intellectual potential through the teaching of literature in general secondary education, the integration of content in literary education and its role in education.

Keywords: intellectual potential, moral values, literary analysis, personality, willpower, artistic text.

Introduction

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, primarily the activity of a society with a clear goal. In doing so, the society uses all the opportunities and means available to it. The fact that knowledge alone is not enough to solve the problems of the time, the ability of those formed in educational institutions to look at reality creatively, to think outside the box, in short, the formation of strong personality traits in students is of paramount importance for new pedagogical thought.

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. Recognizing the unique role of upbringing in shaping the nature and spirituality of the child, today's pedagogy rightly refrains from the claim that upbringing solves all problems in this regard. Because education cannot cover all aspects of the process of shaping a person, no matter what methodology they rely on, no matter what methods and techniques they use.

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. No matter what field we analyze in the present period, its rise is unimaginable without the formation of new facets of human character. The character is also interpreted in harmony with 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. Prominent enlighteners of the twentieth century, emphasizing that the personal qualities, morals, etiquette, knowledge, sharpness, intelligence, intelligence of the teacher are the basis of personal perfection, called 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, one of the main solutions to this problem is to study the development of positive qualities of human personality and character in the teachings of our great ancestors, the unique sources of Uzbek folklore, national and religious values, the presentation of various modern and non-traditional methods of mental and intellectual development. interprets as. Hence, a psychological approach alone cannot be the only source of developing an individual's intellectual potential.

By intellectual potential we mean a person living with spiritual needs or engaged in the most complex types of mental activity, in this regard, the science of literature, which is continuously taught in the system of general secondary and secondary special, vocational education, as a full field that combines both pedagogical and psychological processes. appears. This is because the literary analysis carried out in the teaching of literature lessons absorbs various aspects of the intellectual potential of the student in the form of the content and idea of the work of art. This pedagogical process is organized in the framework of the subjects "Alphabet", "Reading", "Etiquette", and then "Literature" from the day the student arrives at school. In such a continuous literary education, the analysis of the work of art is important. In this regard, "unless the works of art presented to the reader for analysis are analyzed, they do not have any didactic effect ..." says p.f.d. Q.Husanboeva. 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 intellectual potential at different stages of education is shaped by the complexity of simple mental activities, so in literary education, large-scale, comprehensive, weighty works of art are presented, taking into account the individual characteristics of the student's age and ranging from simple texts to various genres. analysis. 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 allows to analyze the content of a number of scientific and theoretical articles in literature textbooks, to use additional sources in the study of textbooks, methodological analysis allows to study the subject of literature and interest in the subject, to further develop students' literary and aesthetic views, figurative

thinking. creates. Didactic analysis prepares students to study the problem, to work on artistic, scientific and scientific-methodological texts in textbooks and textbooks, to apply literary and theoretical concepts in practice and to draw correct conclusions from their independent work.

From the earliest stages of primary education, intellectual concepts, which began to be absorbed on the basis of simple literary texts, came to general secondary education and began to be reflected in a wide range of plot works of art and popular science articles about the work. For example, the concepts of honesty and integrity that we give as a simple example in the 5th grade textbook "Literature" are "Three brothers are heroes" (Uzbek folk tale), "Nightingale" (Hans Christian Andersen, fairy tale), "Fanorchi ota" (Oybek, story), "Works of the world" (O.Hoshimov, short story), "Hayrat ul-abror" (A.Navoi, epic), "Shum bola" in the 6th grade textbook "Adabiyot" (G.Gulam, short story), "Riding the Yellow Giant" (H.Tukhtaboev, novel), "Mahbub ul-qulub" (A.Navoi), poetry of Musa Jalil, "Naqliya sozlar" (Abay) the tooth to further improve covered. In the 7th grade, the epic "Ravshan", in the 8th grade, the epic "Qutadg'u bilig" (Yusuf Khos Hojib), in the 9th grade, the epic "Alpomish" embodies a unique artistic mixture of the concepts of honesty and integrity in pedagogical and psychological terms.

Conclusion

The conclusion is that fiction is a field that covers and fully reflects the educational, artistic, aesthetic, psychological and pedagogical aspects of preparing the student as an intellectual person.

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