Globalizing World Problems of Gradual Education

Jahangir Komiljonov
Namangan State University, Independent Researcher, KIUT Namangan branch
Teacher of the Department of Foreign Languages

A B S T R A C T

The modern level of science and technology development and the current state of the human psyche required the organization of the teaching environment on the basis of a special philosophical direction. As a result of this necessity, the philosophy of transaction appeared. Accordingly, it is envisaged that the content of education will be mastered by students as a result of their actions and aspirations. That is, in this philosophical direction, it is considered that the student is the main value of the educational experience and should be in the status of a subject who carries out the teaching process together with the teacher . After all, by this time, science had developed so much that it was no longer possible to teach students their basics. The rapid development of science has created a number of problems that were not even imagined before. For example, it has become difficult to decide which science basics should be taught to students, how much, when and in what order. This article describes the current state of teaching literature in schools. The situation of literature teaching in the general education system, problems and solutions are analyzed.

INTRODUCTION

Philosophical basis determines the essence of both science and practice of pedagogy. Pedagogical practice, equal to the history of mankind, is generally organized on the basis of three main philosophical directions. These philosophical trends are called *transmission, transformation, transaction in the science of pedagogy. The initial trans* in these terms consisting of compound words word is Latin and means " through ", " to pass through ", " to pass through ".

of education on the basis of the philosophy of transmission lasted a long time and included periods when human experience and the development of science were more empirical in nature. In education organized on the basis of this philosophical approach, students acquire only the knowledge given by the teacher. In this period, the knowledge acquired by humanity was very primitive, so the teacher, as one of the few people who had absorbed it, passed on what he knew to his students in an understandable way.

LITERATURE ANALYSIS AND METHODOLOGY

The question of teaching the writer's life and work occupies an important place both in the pre-independence period and in the field of literature teaching methodology during the period of independence. However, a common feature for research conducted before independence was the reliance on the criteria of ideology, partisanship and class in determining the image of a writer or writer. In the next period, drawing the attention of the student to the creative image of the artist as a talented person; to feel the human heart and psyche through the analysis of his works; Methodist scientists are focusing on

the issue of teaching the signs of the uniqueness of the created artistic world, teaching them to research the creation of their works in a unique style. A new approach to this issue can be seen in some articles, research works, monographs, methodical manuals of professors: Q. Yoldoshev, B. Tokhliev, S. Matchonov, M. Mirgosimova, Q. Husanboeva, R. Niyozmetova.

RESULTS

When the amount of knowledge acquired by humanity increased relatively, and it took a lot of time to teach them to the younger generation without changes, the educational process (process) was organized on the basis of the philosophical direction of transformation . In this case, the teacher was directed not to teach this or that subject, but its basics. Because at this stage, even though the science was quite developed, it was not possible for the students to master it completely. Based on this, the teacher played the role of a transformer, that is, he tried to inculcate the main essence of a certain subject in the students. It is noted that in both cases, the teacher is the subject of the educational process, and knowledge is the main value. In the education organized on the basis of these philosophical approaches, emphasis is placed on strengthening the memory and the development of the left hemisphere of the student's brain is envisaged.

It is no longer enough to train students who only remember what the teacher said for the current teaching environment. Because no powerful memory can capture all the infinite number of random events. Moreover, the knowledge acquired by memory is intended to be used only in standard situations. When faced with an unfamiliar situation, this hard-earned knowledge becomes useless. It is known that life is so colorful that it cannot be stereotyped by any standard. That is why it is on the agenda to educate the young generation to be able to independently search, make the most optimal and original decisions in non-standard situations.

DISCUSSION

The modern level of science and technology development and the current state of the human psyche required the organization of the teaching environment on the basis of a special philosophical direction. As a result of this necessity, the philosophy of transaction appeared. Accordingly, it is envisaged that the content of education will be mastered by students as a result of their actions and aspirations. That is, in this philosophical direction, it is considered that the student is the main value of the educational experience and should be in the status of a subject who carries out the teaching process together with the teacher . After all, by this time, science had developed so much that it was no longer possible to teach students their basics. The rapid development of science has created a number of problems that were unimaginable before. For example, it has become difficult to decide which science basics should be taught to students, how much, when and in what order. Therefore, even if this problem is solved, the human rights question of whether it is necessary for every student to master them is raised.

Transactional philosophy believes that each person should study the world independently, as he sees it with his own eyes. This philosophical direction refuses to look at the world from the point of view of the subject of study. He considers that the phenomena of the world can be mastered as a whole, and for this he considers it necessary to present the scientific laws that represent those phenomena in a didactically digestible manner.

Due to such a philosophical approach, the process of radical change of the education system is taking place worldwide. Further studies of American scientists on the acquisition of knowledge have shown that today, in terms of expressing the world, the teacher, that is, the school, has fallen to the fourth place after the family, the media and the environment . The depth and breadth of every science in the world has reached such a point that it is no longer possible for one person to fully master even a small branch of science.

As a result of the increase in the level of enlightenment of the members of the society, the internal capabilities of the family increased [1.57] . Almost every otbashi (family) has reached the point where they can independently provide some level of education to their children. The rapid expansion of the scale of information flow has led to the proliferation of media. And progress has created very convenient technical means of acquiring the necessary information from this incessant flow of information. The

general intellectual level of people has increased significantly. This increased the level of mutual educational influence that Christians have on each other. As a result, the teacher could no longer be the lone bright star shining in the sky of enlightenment.

If earlier the entire educational system was aimed at strengthening the left hemisphere of the student's brain, that is, memory, and this was enough for the development of the individual and society, today working for memory is necessary for the formation of the individual and the growth of society. was not enough for Such technical tools have been created that can replace human memory, so that a person has the opportunity to remember a lot of things at any time without straining himself. Now there is a need to form people who can use the available opportunities for noble goals, who always feel an inner need to learn something and look for effective ways to do it . The times demand to find different ways of imparting knowledge and forming certain skills and competencies in children.

The same innovations in the educational system and its implementation required the emergence of interactive methods, which later became widespread on a global scale [7.58] . Interactive methods deserve attention because of the possibility of forming independent thinking, inquisitive students. These methods of education require that the main weight of the teaching process be borne by the students, that the students are not the object of education, but the subject, that is, the executor. The basis of interactive methods is the activity of the teacher and students, and students and students in mutual partnership. The term "interactive" is derived from the Latin word " *inter act* ", meaning " inter " - mutual and " act " - action [6.117] . That is, interactive methods are focused on the organization of students' joint activities with each other and their teachers in the complete mastering of educational content. These methods envisage students' activity, independent research, creative approach to the information to be learned [3.29] .

Interactive methods rely on the activity of each student participating in the learning experience. In this case, reading becomes an interesting and necessary activity for the student. When interactive methods are used, students are not taught, but acquire a certain direction and amount of knowledge together with the teacher. This situation creates an incentive for independent research in children. The participants of the educational evening organized in this way freely discuss with each other, learn the material freely as they wish. Giving educational tasks not to individual students, but to all children in small groups creates a sense of community in them and leads to increased initiative.

The use of interactive methods makes learning sessions interesting. But fun is not the only goal for an educational evening. He is just a tool. Interactive methods, like all advanced methods, focus on achieving a greater didactic result with less effort and resources.

Interactive methods are based on the constructivist direction of transactional pedagogical philosophy. Constructivism has spread widely over the next 40 years as both a theoretical approach and a practical approach in the field of pedagogy. This scientific worldview takes its name from the Latin words " constructio " - "device", "construction", according to which reading is a specific mental device in which knowledge is constructed as a result of students' mental activities. is the process of becoming. Thousands of years of pedagogical practice have shown that no one can teach anyone. Each person participating in the educational process strives to study, and the educational result achieved is proportional to the level of his desire.

Scientists such as John Dewey, the father of modern American pedagogy, famous Russian psychologist LS Vygotsky, and American psychologist Benjamin Bloom, along with the famous Swiss philosopher and pedagogue Jean Piaget, had a significant impact on the emergence of constructivist views. At the heart of this approach is Jean Piaget 's view: *"...the child is the architect of his own intellect* ." According to this view, learning is an active event, where each person "builds" new knowledge on the basis of previous experiences. Indeed, in life, each person does not receive a ready-made idea from anyone, but always creates his own idea. That's why every person in the world perceives the same thing differently. Every person "builds" his ideas about the world in his own way during his life and understands the world as he has built it. It is for this reason that each person has his own worldview, beliefs, and thus is considered unique and valuable. This is the reason why unique views are noteworthy, and a person with his own image and style is valued.

Constructivism rests on the core view that knowledge is not given ready-made to the learner. No one gives knowledge to the student, but he tries and strives to acquire knowledge. The educational environment should only *create* the necessary conditions for students to acquire and increase knowledge independently .

Constructivism requires that the learner's perspective, no matter how "raw" and primitive it is, should be used as a basis for teaching. According to J. Piaget, the elimination of the conflict between the previously formed internal knowledge and the unknown of the external world in the child creates a "structure" of new knowledge. Due to the formation of new knowledge on the basis of previous experiences in students, the contradiction in the middle is eliminated and the temporary stability of the knowledge is ensured. This condition is called cognitive balance in pedagogy.

Constructivism is a pedagogical philosophy *that values the way to the truth more than the truth itself* . Therefore, *rather than the didactic result achieved in interactive methods, the way to reach it, the students' research and initiative* are considered more important. " *Scientific knowledge is not a static phenomenon, but an evening of continuous construction and reconstruction* " [11.47] , says Jean Piaget. Indeed, a course of education does not stop when it reaches a certain point, but consists of a continuous system of striving towards new goals.

As a result of using interactive methods, the task and status of the teacher changes to some extent. A teacher using interactive methods is not just a teacher, but a consultant, organizer and coordinator of the student's research activities. It creates conditions for the student's independent mental activity and uses the child's initiative in every way. And the student becomes a full-fledged "partner" who is responsible for the educational experience and the result achieved in it.

The use of interactive methods envisages the organization of education not only on the basis of educational subjects, but in a syncretic way, as in the objective approach itself. In this, the student and the teacher are required to stand above the concept of academic science. The teacher should put before the children the real problems of the real existence that surrounds them, and for this, he should give the problems that are common in life and can be found from the sources as a didactic task. It is even better if the students themselves suggest such problems. The problem presented to students should not be contrived or artificial or so small that it is not worth investigating.

When a teacher using interactive methods gives a task to students about a lesson, encouraging the child to act, put words such as classify, justify, research, generalize, analyze, model (model), diagnose, evaluate It is appropriate. Setting specific tasks in the educational evening in this way directs students to research and activity.

A teacher who uses interactive methods in his experience should consider creating conditions for the formation of critical thinking in students by confronting opposing points of view. Then the students will develop the ability to defend their own views and the ability to quickly provide counter-arguments to the opinions of others, to immediately find weak points in someone's conclusion. The use of interactive methods requires the teacher to value intelligent questions that are appropriately asked, to value one intelligent question over dozens of correct but lively answers. If this is done, students will have an inner need and desire to ask deep and necessary questions. A teacher using interactive methods should be able to allow students to think more deeply about the problem after setting a problem in front of them [9.89] .

It is advisable for a teacher who wants to teach based on students to work with each other, to use the extreme curiosity of children's nature and to use more heuristic and research methods in the educational process. . So, when teaching in interactive methods, an educational cycle in the form of " research - hypothesis - solution - explanation - new research " occurs, students' acquisition of knowledge and formation as a person is ensured. In this cycle, it is reflected that the students researched the problem, that the research revealed a hypothesis, that the hypothesis and an attempt to substantiate it led to a specific solution , that the solution proposed by the students was explained by the teacher, which led to further research.

Among the interactive methods, the most used and most effective is the " brainstorming " method. "Brainstorming" is the most effective and democratic way to solve a problem set before a class or group

of students. It is worth noting that now, in the practice of using the "Thinking attack" method, teachers "attack" students with various questions about past topics. However, the whole essence of "Thinking attack" is to tirelessly "attack" the students themselves in order to master a new topic or solve a didactic problem, and as a result of such an interesting and intense activity, is in the performance of the educational task. The remarkable aspect of this method is that students in small groups learn to work together, to listen to the opinion of each child, regardless of whether he is doing well or not. The same assessment of group members creates community spirit in children.

In brainstorming, the teacher acts as a facilitator rather than a manager. It directs students' activities to the problem, ensures that they are not distracted from the main goal. Using the "brainstorming" method can be more effective if it consists of the following approximate steps:

1. Preparation. Students should be informed about the problem that needs to be solved or the task that needs to be completed before the start of the "brainstorming" lesson. Children should ponder and think about this problem or task for a certain period of time. Also, students in the class should be divided into certain small groups, and each child in the group should be provided with a specific task. For example, it should be determined who will be the leader of the group, who will be the secretary to record the opinions expressed, and who will be among the judges.

2. Finding evidence. The problem that the students have to solve in the lesson should be clear and understandable. The given assignment should be written on the notebook several days in advance and discussed with the students. When students' initial thoughts on the problem are heard, they become unbalanced and anxious.

3. Preliminary exercise. It is useful to conduct a preliminary exercise to mentally and mentally prepare students to solve the problem that needs to be solved using Brainstorming. It may not be directly relevant to the problem at hand. It is also necessary to conduct an initial exercise to give the students an idea of how the "Brainstorming" method will be.

4. Consideration of opinions. This phase begins with students brainstorming about the problem to be solved. Any student can express his opinion at any time. Every point made must be recorded by the secretaries. In order for students not to be afraid to express any opinions, good or bad, the following rules should be written on the board and everyone should follow them implicitly:

➢ Regardless of the opinions expressed not to criticize, not to evaluate, not to react;

➢ There is no wrong idea in "brainstorming" . Any thought that comes to mind should be said without thinking. Sometimes it's not exactly the "stupid", irrational thoughts that can lead to the emergence of useful ideas;

➢ The quantity of ideas is important . Students should give as many ideas as possible. Because it is easier to reduce excess thoughts than to increase insufficient ones;

➢ Ideas should be replaced, added, improved. EVERYONE 's opinion should be recorded, arranged, sorted, edited, and analyzed appropriately;

➢ to be at ease, to have fun . Students should not be nervous during the brainstorming session, the process should take place in the spirit of a fun game. The more interesting the "brainstorming" is, the more effective it will be. In an interesting activity in the spirit of the game, a friendly situation arises in the group, students help each other;

➢ Sometimes it's good to be quiet and think. It is not necessary to criticize the silence of some students, they should not be accused of lack of thinking.

5. Finding a solution. After a set period of time after the students start brainstorming, the teacher reminds them to stop brainstorming and move on to problem solving. At this time, the secretaries in the groups have written down all the ideas, and the students will begin to think about which of these ideas are valid. Pupils consult with each other, discuss the ideas, delete the unnecessary ones and reduce the number of valid ideas. At the end, only a few very important views remain. Based on these, the group gives its conclusion on the solution of the educational issue.

At the end of the training, the teacher will say a few words about how the process of "Brainstorming" went and which group will be graded for what reason. It should be noted separately that the grade is given not to individual children, but to all students in small groups. If this is done, the members of the group will teach each other, and the didactic material will be fully mastered by all participants.

Interactive methods are the simplest form of technological pedagogical practice. Currently, there is an attempt to technologize the educational process all over the world, that is, to train students to the level of full mastery of the educational content, just as the same product comes out of the conveyor in a production center organized in one technology. Pedagogical technology should be developed and organized so skillfully that there is no student left who cannot master the content of education.

In the concept and standard of school literary education, the goals, tasks and principles of literature teaching at the current stage of the country's development were defined. For example, the main goal of teaching literature in the secondary general education school is to form high moral qualities in students, to achieve their upbringing as a possessor of a delicate heart, pure feelings and deep knowledge. In order to achieve this goal of literary education, it is important to make students interested in reading works of art, and to bring them to the level where they can analyze the read works and freely express their opinions about the works orally and in writing. is held in These goals and tasks require the deepening of educational content and the introduction of the latest innovations in pedagogic science and practice into the teaching process. Because the new goal cannot be achieved with the old content and tools.

The science of pedagogy has developed specific principles for determining the content of literature teaching in secondary schools. The main of them is to schoolchildren is that the work intended to be taught should be artistically high . That is, such a work should have a unique position in literature and have a significant impact on the development of the nation's aesthetic thinking. The height of national spirituality can be achieved only if the taste of students is formed on the basis of works of high artistic level.

The second principle in determining the content of literary education is the need for the work recommended to be taught at school to be directed to a specific pedagogical goal . Because studying an artistic work for school literary education is not the goal itself, but it is a means of educating a student with a noble spirituality. Therefore, the work studied at school should have great educational value.

The new pedagogical thinking requires to approach the school literature with the logic of didactics. Such a logic requires that primary importance should be given to the formation of the student's mental world through the teaching of fine examples of fiction, rather than the knowledge of literary studies, literary history, or the specifics of the literary process. That's why the logic of education, not the logic of science, is one of the important principles of teaching literature at school when creating a literature curriculum and defining the content of textbooks . Unfortunately, although there is a lot of talk about it, there are people who try to explain the teaching of literary figures and their works in school on the basis of philological principles, making various amendments to the content of the curriculum and textbooks. Their behavior makes it difficult to teach literature in secondary schools. Consequently, it harms the integrity of the nation's spirituality.

For literature textbooks of general education schools , works are chosen, not writers . That is, it is more important for the reader not the position of the writer in society and literature, but whether there is a work reflecting the spiritual quality intended to be formed in the child in his creative heritage. Because in any nation, not all, but only some examples of literature are readable and help to form children's spirituality. Therefore, it is neither possible nor pedagogically necessary to teach all writers of national literature in the school.

Even with the preparation of good literature textbooks, modern manuals and other didactic tools, the problems of literary education will not be fully solved. The most important thing is to form the ability of students to understand the read work, to be influenced by it, to analyze it aesthetically and to extract artistic meaning. An active approach to the work of art is a sign of the formation of a citizen's view in the student. Also, teaching the student to approach the work from a social, political, and ideological point of view, to look for only declarative meaning from it, and not to understand the artistic text as a means of advice, is also important in the formation of youth spirituality [13.162] .

In literary education, it is necessary to give up such a useless practice as reciting the content of the read work . Knowing what happened to which character is important for the mind and spirit of the students. It is more important to show the child the scale of changes in the hero's psyche, emotional upheavals, anguish and amazement. Because the student's spirituality is formed not by knowing the events, but by feeling the emotions of the characters and understanding their emotions . Then the child's senses are heightened and his feelings are cleared. Therefore, the teacher of literature should focus on discovering the artistic appeal of the text being read. For this, it is necessary to put interesting and relevant questions to children and to be able to direct them to find answers to these questions.

Such organization of literature teaching is a didactic task that requires special training. But there is no other way to ensure that students' moral image is perfect. A student who has not directly felt the power of the artistic word in literature classes, who has not been given to its divine influence, will not be awakened. Readers who are used to making only logical generalizations after reading a work of art learn life beliefs, but do not absorb it, do not turn it into an integral quality of their nature. Theirs language language with , act i sentence with other - other being will remain .

Artistic which is affected by the text , it is charm provided aspects define y bi la di gan of the student the spirit wake up , it's the world beautiful gig a surprise with look takes of the text the beauty discover reach in the child emotional activity Wake up . Emotional activity, in turn, motivates him to logical action [14.19] .

Teaching literature in school means spiritual education. The influence on the mind shown by logical arguments alone will not be enough. The path that leads to the heart of the student passes through the heart of the teacher. That is why the nature of student-teacher relationship is of decisive importance in literary education. In fact, the relationship between the teacher and the student is important in any pedagogical process. But in literary education, this attitude is especially high. Because literature is directly aimed at forming the student's personality.

CONCLUSION

It can be said that for almost all educational subjects, except for literature, the main goal is to form certain scientific concepts in students and to use those concepts when appropriate. For literary education, this is only one aspect of the goal of forming a well-rounded personality. Therefore, in literature classes, students should not be hasty to draw conclusions from the studied work, they should be accustomed to feel the human emotions reflected in the work, to empathize with the literary characters.

One of the unique aspects of teaching literature is that students in the class can come to different conclusions about the same studied work. Because scientific truth is one-faced, artistic truth is many-faced. Therefore, each student should come to his own conclusion about the work, based on his level of thinking and spiritual world. It is time to get used to working in the conditions of diversity of conclusions, pluralism of literary and moral views in school literary education. By doing so, readers become more careful readers of the work of art.

A teacher of literature should not consider it mandatory that all the students in the class agree with his opinion about the work being taught. Therefore, the relationship between the teacher and the students should be built on the basis of full equality and implemented in the form of partnership. A teacher who wants literature lessons to be effective must treat students as equal executors of the educational process, as his partners.

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