

## The Need To Improve Literature Competencies In Students

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**Annotation.** This article discusses the need to develop the competence of analyzing a work of art in students of grades 10-11 in general secondary school literature, as well as the development of knowledge, skills, competencies and scientific competence. The educational and pedagogical significance of the analysis of works of art, the competence requirements that students must have, are discussed.

**Keywords:** Analysis, artwork, communication, education, technology, reader, competence, education, literature, development, method, psyche, image, skill, knowledge, skill, mastery, creativity, passion, potential, experience, upbringing, imagination.

The system of continuing education in the process of teaching literature in the State educational standard to teach students in accordance with the stages of teaching each subject, the goals and objectives of teaching the subject are clearly defined and one of the main requirements is the formation of knowledge, skills, and qualifications, basic and scientific competencies. (105.16.17.) In particular, radical improvement of the structure and content of general secondary education is a priority. To this end, in accordance with the Law of the Republic of Uzbekistan "On Education", the National Program of Personnel Training was approved. Ensuring the acquisition of systematic knowledge on the basis of science, strengthening the need for knowledge acquisition, the formation of basic education, scientific and cultural knowledge, spiritual and moral qualities"[5; 51-p.]. In particular, improving the analysis of works of art in students is a topical issue today. Working on a work of art improving the competence of high school students to analyze a work of art is one of the main directions of the teacher's teaching activities [51; 12-p]. In order to ensure the consistency of the content of general secondary education in general secondary, secondary special, vocational education, is the state based on an improved competency approach, due to the continuity of education in the country, aimed at educating a harmoniously developed person. Standard was introduced. It defines basic competencies as well as science competencies based on the content of each subject. Competency-based learning is the ability of students to apply the knowledge and skills they have acquired to their personal, professional and social activities. [1, p. 122]

Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated April 6, 2017 "General secondary and secondary special, professional the purpose of the State Educational Standard of General Secondary Education, approved by the Resolution of the Government of the Republic of Uzbekistan "On approval of state educational standards of education" No. 187 - the socio-economic system of general secondary education in the country reforms, organization based on the best practices of developed foreign countries and science and modern information and communication technologies, education of spiritually mature and intellectually developed person<sup>1</sup>. For this purpose, the following tasks have been identified: - Introduction of effective forms and methods of educating students on the basis of national, universal and spiritual values;

- Introduction of pedagogical and modern information and communication technologies in the educational process, setting requirements for the qualifications of students and graduates of general secondary education;

- Ensuring the effective integration of education, science and industry for targeted and quality training;
- Improving the legal framework for quality control of education and its outcomes, the procedure for systematic assessment of students' skills, as well as the quality of educational activities;

- Ensuring that the requirements of state educational standards are in line with international requirements for the quality of education and training<sup>1</sup>. The state educational standard is based on the following basic principles: the priority of the student's personality, aspirations, abilities and interests; the humanity of the content of general secondary education; compliance of the state educational standard with the requirements of the state and society in the field of education, the needs of the individual; continuity of general secondary education with other types of education and continuity of educational content; unity and integrity of the content of general secondary education in the regions of the republic; the choice of content, form, means and methods of general secondary education is based on innovative technologies;

Ensuring the development of basic and subject-specific competencies for students to continue learning and learning sciences, the main purpose of teaching literature on general education in general secondary and secondary special, vocational education institutions of the state educational standard:

- Formation and development of students' spiritual and moral world, literary and aesthetic taste and independent thinking, knowledge, skills and abilities of figurative thinking through the teaching of rare examples of national and world literature;

- To develop and strengthen students' spirituality and worldview through the formation of the world and human nature, national and human values, as well as the culture of reading in the process of teaching students their works.

The main tasks to achieve this goal are:

- Ensure the formation and development of students' oral speech on the basis of the norms of literary language, increase speech competence;

- High literacy in written speech, adherence to the norms of literary language, the development of skills and abilities to use methodological diversity, as well as the formation of basic competencies in students based on the content of literary science.

Subject competencies in the literature curriculum of general secondary education: -literary-speaking competencies (listening comprehension, oral presentation, reading, written expression). Requirements for graduates of secondary education without in-depth study of literature. Today's practice shows that the problem of artistic analysis in the process of literary education needs to be constantly improved.

The requirements of modern education, in particular, are "dynamic changes in the labor market, an increase in the demand for not only knowledge and skills, but also personal qualities" [123; 17] created the need to organize education based on a competency-based approach, and a number of scholars studied the problems of education based on a competency-based approach and developed a scientific and methodological framework. According to MM Vahobov, "education based on a competency-based approach is education aimed at the formation of competencies for students to

apply the acquired knowledge, skills and abilities in practice in their personal professional and social activities.»[15;2-p.]. The competency-based approach to education "... teaches the effective use of competencies in a variety of personal, professional and social situations. Particular attention is paid to the use of relevant knowledge, skills and abilities in the face of unexpected uncertainties, new, problematic situations. Therefore, in the process of teaching each subject, competencies are formed based on its content and characteristics" [56; 13-p.]. This methodological new concept - "Competence in the analysis of a work of art" is realized in the process of solving the following cognitive tasks. To form students' scientific and artistic worldview, to equip them with the basics of knowledge of Uzbek and world literature. Competence if we explain the concept in a broad sense and in relation to literature, that is, it is knowledge in a particular field. Through the analysis of the work of art, students increase their knowledge of the science of literature, its stages of development, and well-known literary scholars who have conducted research in the study of Uzbek literature. The competency-based approach to education "... teaches the effective use of competencies in a variety of personal, professional and social situations.

Particular attention is paid to the use of relevant knowledge, skills and abilities in the face of unexpected uncertainties, new, problematic situations. Therefore, in the process of teaching each subject, competencies are formed based on its content and characteristics"[56; 13-p.]. Public education based on the competency approach approved by the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated April 6, 2017 No 187 "On approval of state educational standards of general secondary and secondary special, vocational education" In the standard, competence is defined as "the ability to apply existing knowledge, skills and competencies in daily activities" [1, p. 122]. Researchers have found that O.M. Bobienko and Z.N. In defining the concept of competence, Safin does not deny knowledge, skills and abilities, but distinguishes them as follows: "The difference from knowledge is that competence exists in the form of activity, only knowledge about it is necessary (it is necessary to know, but it is capable of practical knowledge absence).

The difference from a skill is that there may be a change in competence in solving different tasks (affecting different objects). The difference from skills is that they are understood and not automated, allowing a person to move not only in the usual environment, but also in a new unusual environment "[65; 69-b]. In her scientific work, NF Radionova emphasizes the relationship between the nature of competence and human faith [22]. Today, when the content of education is being reformed in our country, the basis of the content of education is the formation and development of basic competencies in students. Basic competencies are the ability to act independently in uncertain situations in solving problems that are relevant to the learner [12; 94-p]. I.A. Zimnyaya distinguishes three main groups of core competencies:

1. Self-competence of a person as a subject of life and activity.
2. Competence of human interaction with other people.

3. Competence in human activities. [75; Pp. 4-13]. O.V. In Temnyatkina's research, the basic competencies formed in students in the educational process are emotional and psychological competence, regulatory (regular) competence, social competence, educational competence, creative competence, self-development competencies. The work of art allows students to develop basic and scientific competencies in literature classes. It is important to study a writer's skill through a work of art or text included in literature textbooks, not in general terms, but in terms of the ability to use a

means of artistic expression, a type of poetic art. In this regard, it is worth quoting the following opinion of the scholar M. Mirkasimova in connection with poetry: "Poetic arts are important and influential means and methods of art; they are the essence of the word. No serves to increase the capacity, to brighten the edges, to intensify the expression" 67.106b. In other words, the charm of the language of the work has a strong influence not only on the morals of the reader, but also on the psyche, which is purified by artistic perception, and the emotions that awaken in the process of reading. Students' knowledge and figurative thinking are improved as they read the works of art, while their analytical skills are refined. Through reading and analyzing small passages from the textbook's centuries of art, students gain an understanding of the author's image-making skills, the idea of the work, and the educational aspects of the work of art, as well as a culture of reading. What we can say is that the analysis of a work of art in school is a complex creative, intellectual process that takes into account the characteristics of each class. In literary education, students develop independent thinking skills by analyzing, interpreting, and reading works of art from a variety of genres. Here we quote the opinion of the scientist M. Mirkasimova on the analysis of the work of art. "Literary analysis begins with reading any literary work and understanding its content. In art analysis, students analyze a writer's artistic worldview, deep layers of culture, and works that incorporate folk experiences through their mental and emotional comprehension and comprehension skills.

Theoretical study of science affects not only the abilities, emotions, will and consciousness of the student as a whole. GA Gukovsky focuses on the scientific nature of the analysis of a literary work. In addition, the result of the analysis is an understanding of its ideological content and structure, because the structure of the work is based on ideas outside the oral context. In the process of analyzing a literary work, students also develop the reader's intuition, that is, a quick and accurate understanding of the important but hidden features of the subject, based on artistic perception and cognitive experience. Competence in the analysis of a work of art: Students' theoretical knowledge and basic knowledge of science Students' knowledge of literature and its stages of development, the history of literature, its origin Given that the process of raising the level of literary knowledge of schoolchildren is carried out on an emotional and personal level, the teacher achieves with his talent, intelligence and knowledge. Undoubtedly, the combination of literary and theoretical content can develop the basic and scientific competencies of schoolchildren.

The teacher should arouse interest in literature among schoolchildren with vivid descriptions of the discoveries of a certain period of literature that is, the creative growth of writers, the work inspired by the writer, in our opinion, the ancient Turkic, o. Uzbek classics, folklore, and great achievements in new Uzbek literature amaze and inspire readers. Also, the competence of analyzing a work of art includes the formation of views on the world of science, the history of science,

Uzbek and world literature, and forms the basis of the literary worldview. Based on the above-mentioned views and collected materials of the authors, as well as the goals and objectives of the research, it was found that theoretical knowledge and practical skills are considered in literary education as a competence to analyze a work of art. The use of literary analysis and interpretation in the study of the life and work of the writer O.Usmanova [76], [77], Scientific and methodological bases of teaching students to think independently in the process of literary education Q.P Husanbaeva [110], In literary education The formation of skills in the analysis of works of art has been studied in the research work of MM Mirkasimova [59], and others. A number of scientific

studies have been conducted on the formation of literary analysis skills, but the competence of students in grades 10-11 in analyzing a work of art and its role in literary education have not been sufficiently studied. After all, the main task of the educational process is to provide students with the necessary information, to achieve their mastery and to teach them to apply it in practice.

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