

## Approaches and principles related to learning the language properties of a literary text at native language lessons

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**Abstract:** In this article it will be spoken about the approaches and principles and their interpretation related to learning of the language properties of a literary text at lessons of a native language and literature. The principle of time optimization spent for studying of any language property of the literary text. Among the above-mentioned principles during the work on the literary text, the following principles take a specific place as well: the principle of support to the perceived ideological content during the assessment of language properties of the literary text; the principle of the accounting of individualism, principle of peculiarity in verbal skill of the writer; the principle of drawing attention to beauty of sense of words and expressions; principle of practical introduction of pupils with methodical rules.

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**Key words:** a literary text, native language and literature, integration, approaches and principles, communicative, directed to an activity, emotional and expressive means, innovation, comprehension principles, artwork means, artistic and aesthetic education, speech culture development.

In research works devoted to teaching methods of native language, in monographs and methodic manuals, scientific and methodic articles, the approaches, principles and rules related to learning of language properties are comprehensively interpreted, and by the law "On Education" it is regulated the teaching of academic disciplines, where the compulsory principles of their functioning are established. Referring to existent approaches and principles, their classification as per learning processes, the study of language properties of a literary text at lessons of native language based on the integration of classes of native language and literature is one of the tasks facing our research work.

Education approaches and principles can be defined according to different points of view. For example:

- related to arrangement of scope of works on a literary text;
- related to arrangement of works on a literary text;
- related to learning content of language properties of a literary text;
- related to integration of lessons of native language and literature during the works on a literary text;
- related to selection of literary texts for lessons of native language;
- approaches and principles related to all above mentioned;
- particular approaches and principles adherent to each of them.

First, let consider the approaches related to all above-mentioned.

Along with the main approaches, the specific place is taken by the communicative approach. The content of this approach is expressed through the information exchange between a speaker or speakers. A literary text states something. It does not only state, but, perhaps, it influences on spirits, person's emotions, influences waking up feelings, and at the same time, by speaking to a listener in this manner, serves as an example for education.

When studying the language properties of a literary text at lessons of native language, the communicative approach is prevailing. As Abdullayev Y. states: "the main function of language is a data transfer, and the impression ability is an addition to communication: as an addition to the stated thought - to be glad, to be upset, to fool around and others are also included"<sup>1</sup> such influence is made with the help of language means. The forms of communicative approach are: the usage of a literary text with the purpose of development of speech culture of pupils and improvement of learning process, meeting these requirements during the work on skills, knowledge and qualification, and while selection of a text as a learning material.

The communicative approach according to its nature, connects the education process with the activity, more exactly, with the activity of knowledge obtaining and speech development. If this is so, all educational activities related to the work on a literary text, learning process, require the focused approach to

activity. It is known that both pupils and adults try to have an eloquent tongue, look for beautiful expressions and meaningful lines, try to remember them and to use in the speech. It will be appropriate to emphasize this activity as one of the main directions of education process devoted to works on a literary text. The pupils' activity related to writing of compositions, text compiling will be taken place as the process of mastering the creativity secrets. Studying the language properties a literary text to a certain extent is an inventive approach, related to research (search). It can be constructed based on the understanding the art means of image, theoretical concepts of language phenomena being used by the writer to create the art value in a piece of work.

Therefore, the conscious approach is required to the language facts. For this purpose, first, some means of the art image or the emotional and expressional language phenomenon are studied, as well as previously studied material is reminded to pupils. That is, at first it is necessary to work on theoretical knowledge, after that it will be appropriate to proceed with studying and description of language properties of a literary text. Conscious description principle of the used language phenomenon during creation of an art value.

Principle of algorithmization. Pupils have to be able to generalize the said words.

Emotional and expressional means, esthetic structure of a language is based on its immeasurable treasure. The stage-by-stage mastering this treasury inspires the pupils to make the speech even richer, impressionable, and capable to awake an esthetic pleasure in the listener. Understanding the treasure of the native language, possession of speech art is increasing gradually, from a class to a class by studying of new program materials. Since "The native language as a subject of training is connected with all branches of life activity of a person, therefore, in it both the nature and society, and the personality of human, and the art find its expression through a word"<sup>2</sup>.

The educational activities being carried out in interrelation with the literary text at native language lessons along with the general approaches, has to provide with private approaches as well. In this case it is necessary to highlight the distinctive approach. Its content is that the stage of work on the literary text differs from other stages of a lesson in the integrative property, the works being carried out on a literary text at native language lessons by the organizational part, time consumption, content and meaning differ from learning of a language at lessons of literature, and the distinctions at integration of native language lesson into a lesson of literature and integration of literature lesson into the native language lesson, and the

selection of a literary text shall be carried out in a peculiar manner. In addition, the work on means of literary expression begins unlike to works of the emotional and expressional language phenomena. Means of a literary expression (for example, the comparison), the data concerning to it the in the lower stages at first are recollected pupils' memory, and then the analytical works are performed. But the expressional and emotional language phenomena happen as a part of the being carried-out subject, and before reading the literary text they have to be explained and revised. And therefore during the organization of work on the analysis of means of literary expression, there are distinctions in the organization of the analysis of the expressional means related to being discussed topics on the native language. Acquaintance at the native language lessons with artistic means which are found in the samples and received from an art work, the observation at literature lessons over the verbal skills of a writer is carried out unlike to lessons of literature, the art text is considered from the point of view of a linguist.

As Albetkova M. stated: "Hereunder, we directly from the word, from a language fabric of a work go towards the content (sense). As studying of work leads to some result, we will achieve this result by studying of a verbal skill"<sup>3</sup>.

***Distinctions of studying level of language properties of the literary text at lessons of the native language from the level at lessons of literature can also be marked out as a peculiar principle.***

This principle is formed based on the integration of work method being implemented over the samples, taken from literary works at native language lesson by the work method of reading and studying of work at literature lessons. For example, the scientist-methodologist Mirkosimova M. claims that at literature lessons, the studying of a language of the literary work shall be presented to pupils in the following order:

1. Studying of work author's speech.
2. Studying of work heroes' speech (dialogues, collisions, i.e. the image of spirit, monologues).
3. Studying of writer's peculiar methods"<sup>4</sup>.

At native language lessons the text is taken as the whole phenomenon, only in specific situations the attention is paid to the language phenomena used in hero's words. However, the work, the same as at literature lessons, in a certain sense of a word, is not arisen to the level of studying of peculiar sides of writer's methods. It is possible at an elementary level, depending on the literary possibilities of a text, these works might be complicated only in the senior classes.

The principles existent at the lessons of the native language in works being implemented in interrelation with the literary text are deemed as

appropriate to classify to general and private ones. As the general principles, they can demonstrate the following general and pedagogical and didactic principles: the principle of commitment developing the educational principle, the scientific, consecutive, continuous principles, the principle of education and care, the principles of movement from the familiar to unfamiliar, from simple to difficult, the principle of errors check being made in oral and written pupil's speech, the principle of their support on the level of knowledge, the principle of practical determination. It will be appropriate, if each being organized lesson of the native language each being organized stage of the lesson, the types of work and tasks, the being designed education content and educational activities are established by the principle of commitment.

The purpose of a lesson is taken as a small one, but the planned purpose taking into account each stage, type of works and tasks, has to be subordinated to a common aim. The originality related to studying of language properties of a literary text, which is not beyond of the common goal on establishment of education content is that this content makes the means of a literary image, types of poetic art, emotional and expressional phenomenon, these means or the language phenomenon is to be planned and chosen. The main goal of language teaching is to improve the oral and written speech. Speech culture, for this purpose it is necessary to develop the such educational content for 5-9 Grade pupils. At the present time, the being established means creating the literary value shall be assessed from the point of view of mastering the verbal skills by pupils. Without this content, the education loses its practical value. To implement the inter-subject educational integration, initially, at lessons of the native language, the planned purposes have to be determined for teaching the pupils the language means of a literary text. These purposes consist of followings:

- to teach the pupils the verbal skills of writers and to engender the same mastering sprouts in them;
- to develop their feelings of literary elegance, and based on this, to develop the speech culture.

To plan the purposes on additional studying of language properties related to creation of the art value, without being limited to performance of types of works on definition and the analysis of language phenomenon on the revised topic, having read the literary text given at the lesson of the native language is the nowadays requirement.

Necessity of speech culture development in youth requires the implementation of integration of the used means on creation of the literary value of the text: at literature lesson – the external one or at lesson of the native language with the being discussed topic – the internal one. However, the teacher who wants to

achieve this purpose suddenly faces to serious obstacles. The main difficulties which he meets is that it is not clearly understandable the means of the literary image, the expressional and emotional lexicon, a morphological form or syntactic structure and a figure it is necessary to work on. In order to make clear this problem, it is required to consider the content of education related to it. Speaking differently, it is necessary to plan the language units which are considered as means of introduction of integrative education at lessons of the native language.

The analysis of the literary text arises in the form of passing of such stages as formation, memorizing (and the address to them) the concepts arising at pupils about means of the literary image, about the emotional and expressional language phenomena, about the words expressing the spirit. In this case the principle of the developing education is observed. The content of this principle is that today, the knowledge reminded, revised by pupils somehow gradually begins to accustom. In the same way, skills will turn to qualifications; the level of abilities is increasing. We want to say that the works on the means of the literary image, the emotional and expressional language phenomena, the words expressing the spiritual state, do not begin from the very beginning, perhaps, they are processed from reached boundary towards the development. For example, if in the 5th grade the work on comparison is carried out, then, during the several lessons the concepts will be accustomed, and the definition and explanation of the corresponding language phenomenon from the text is being performed, and the introduction with secrets of mastering at the expense of comparison form in the following stages (in 5-9 grades), knowledge and manners of thinking will be gradually enriched. It is necessary to remind that language learning of the work begins with literature lessons.

As professor Yuldoshev Q. stated: “the attention of pupils shall be paid not only to course of events, based on the statement of these events the applied literary arts shall also be directed to these sides visually, showing the creator's mastership, and their soul will become the sighted. Then, the children will feel all charm of the word, will gradually become capable to guess its literary internal opportunities, hidden sides”<sup>5</sup>.

The native language lessons expand these opportunities even more. In the analysis of language properties of a literary text it is necessary to be based on the scientific principle. According to this principle when naming the means of the literary image, emotional and expressional language phenomena, their explanation and the description, at issue of rules, when referring to interpretation of works, it is

necessary to be based on the achievements of the Uzbek linguistics and literature of the last years.

According to the analysis of textbooks "Literature" there was an opportunity to observe the made additions to a certain extent, some changes in names of means of the literary image. Development of the Uzbek linguistics of the last years, its innovations have found their reflection to a certain extent in the textbook "Native language".

The principle of a practical orientation appears in foresight in the being performed analysis of the purposes on development of pupils' speech culture.

The principle of support on the knowledge gained at lessons of the native language and literature can serve for integration of two subjects. It is known that when studying the language properties of the literary text which are marked out with in the subjects which are carried out in the native language, it refers to the words expressing emotional and expressional means, spiritual state on the one hand and on the other hand the attention of pupils will be paid to theoretical data which are studied at lessons of literature.

The principle of improvement of education content and elimination of implicitnesses in it requires the researches on interrelation of two subjects, putting into the corresponding state.

The principle of the accounting the defects in teachers' working practices is performed through the development of recommendations providing the conduction of works on language properties of the literary text at the level of pedagogical technologies.

The principle of elimination of defects of pupils' oral and written speech finds its expression in works of the following contents: if necessary, the revision, subjects clinics, re-organization of works on knowledge, skills and qualification. The principle of compliance to level indicates the clear description to pupils of the theoretical knowledge stated additionally and in case of text selection, to necessity of the accounting of their life experience.

A. Aliyev writes as follows: "At school during the work on the text two rules are generally followed: first, the teacher has to read the literary text himself, to master it, secondly the chosen text has to correspond to age, skills and pupils' knowledge level"<sup>6</sup>. Also, in the chosen examples there have to be available the possibility of observation of language phenomenon in regard to being studied topic of the native language.

In methodical literature the private principles related to learning of language properties of a literary text are distinguished as well. For example, the separate recommendations on value of studying of the language phenomena participating in creation of a literary value are stated in them.

As the prof. K. Kosimova emphasized **the principle of speech expressiveness assessment**"...

along with the understanding of function of language means on information transfer, understanding of its function on expressiveness (belonging to a technique), not only its content, but also it stipulates the understanding of word's emotional shades and speech turns, other means of the language literary image"<sup>7</sup>. It means that the lessons of the native language have to be focused on activities for mastering the culture of the expressive, impressionable speech.

Observance of the principle of unity of education and care is in many respects shown during the selection of lessons materials, organization of speech exercises. Especially, in issues of selection of the literary text, the value of this principle is incomparable. The separate offers being chosen at lessons of the native language as exercise materials have to correspond to three main requirements:

- in regard to the belles, they have to be thoroughly selected;
- have to possess the properties of the language phenomenon on being studied at lessons of the native language;
- the pattern content created by means of a word;
- compliance to art, esthetic and moral education.

Methodical manuals by Yuldoshev M., Isaqov Z., Haydarov Sh., named "Language analysis of a literary text" in the course of studying of syntax of simple sentences concerning the analysis of the literary text, the following principles are defined and widely explained:

- principle of unity of form and content;
- principle of unity of the place and time;
- principle of definition of relationship of literary text language with a national language and a literary language;
- the principle of definition in the literary text of actual means of language in respect to poetics;
- the principle of definition in the literary text of the language and semantic properties inter-textual mechanisms<sup>8</sup>. At lessons of the native language these principles can be entered into parts concerning the organization of education process. In order to conduct the consecutive work on knowledge, skills and qualification related to training and analysis of any language phenomena of aliterary text, the certain kinds of works shall be performed:

Teacher at literature lessons in the course of the analysis of the work in connection with a bright symbolical example, meaning the topics conducted at lessons of the native language reminds the corresponding language phenomenon. For example, transitional word meaning, etc.

Provided with the observance of the principle of unity of language, literary, esthetic education and care based on the literary text at lessons of the native language, the result will be significant.

The principle of unity of art and esthetic education takes a specific place. The esthetic sense which has arisen from comprehension of the literary text on the one hand is a result of an orientation of means of the literary image, created images, correctly stated words of attention, and on the other hand – the material world, is considered as result of the state wrapped by beauty of human relationship.

And therefore the esthetic education which is carried out at lessons of the native language based on the literary text shall enter the pupil into the process being performed by the esthetic activity, shall serve for awakening of esthetic senses as a result of literary comprehension of the text. According to conclusion of Il'inskaya I.I., this activity will lead to serious change and enrichment of structure and content of an art and esthetic care<sup>9</sup>.

It is known that from three areas - mind, will, feelings peculiar to an inner world of a person, only the last one is related to an esthetics.

The principle of time optimization spent for studying of any language property of the literary text. Among the above-mentioned principles during the work on the literary text, the following principles take a specific place as well: the principle of support to the perceived ideological content during the assessment of language properties of the literary text; the principle of the accounting of individualism, principle of peculiarity in verbal skill of the writer; the principle of drawing attention to beauty of sense of words and expressions; principle of practical introduction of pupils with methodical rules.

In a word, the main objective of studying the language properties of the literary text is the introduction of pupils with a verbal mastership and formation the same skills in them. During the development and introduction of educational activities in this direction, it is observed such principles as communicative approach, unities of art and esthetic education, developing education, the principle of a

continuity and organic relationship, unity of form and content.

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