



Formation Of Readers' Reception in The Process of Studying Modern Foreign Literature

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ABSTRACT

The article considers the formation of reader's reception in the process of studying modern foreign literature. It is studied how familiarization with foreign fiction contributes to the development of creative thinking of students who understand that artistic consciousness is not standard, that there are different ways of aesthetic exploration of reality.

Keywords:

Reader's perception, creative thinking, foreign literature, artistic consciousness, aesthetic assimilation of reality, method, syncretism

Modern literature is closely connected, despite its fundamental and undoubted novelty, with the literary life and socio-cultural situations of the previous stages, which include the 60-90 years of the twentieth century.

The concept of "eternal images" is also almost impossible to reveal on the material of one literature. In any case, in Russian literature, these will not be the main works for the writer ("The Stone Guest" by Pushkin, "Hamlet of the Shchigrovsky District" by Turgenev). Foreign literature leads us to the origins of "eternal images" - Hamlet, Faust, Don Quixote.

Philology teachers are well aware of the keen interest of many students in modern foreign literature. New items are in great demand; some students read the magazine "Foreign Literature". In foreign literature classes, novels published in this journal are often discussed. Of particular interest are those works where the fate of young people is affected. Therefore, the teacher must be prepared for a conversation in which his students will inevitably involve him and the theme of which will be the phenomena of modern foreign literature.

In contemporary Western literature, realism has changed its face. It is synthetic. The method of Paulo Coelho and Juan Gaitisolo is quite different from that of the realists of twentieth-century Western literature, although we refer to their method by the same term. The essence of these changes, of course, is not just in the individual conquests of these artists. It goes without saying that every great artist of the word has his own unique artistic style. We are talking about those shifts in artistic consciousness that occurred in the 20th century. When comparing Russian literature with the literatures of the West, it is striking that the traditions of the 19th century. we are much more stable than in foreign art. In Western literatures (again, this differs in different countries) the break with the aesthetics of the 19th century is more noticeable and sharper.

In Western European literature of the 20th century, the role of neorealist trends and methods is quite significant. In the West, at the beginning of the century, such trends as expressionism, surrealism, etc. became widespread. But if in Russia, with the approval of the method of socialist realism, other literary

movements were, as it were, crushed (they still played a certain role in the 1920s), then in the West, their experience continues to influence the development of realism itself - in the 20th century many major artists strive for the synthesis of various artistic methods: the synthesis of realism and modernism, the synthesis of realism and romanticism, magical realism, etc.

Artistic tastes, interests, predilections were also transformed under the influence of quite active in the 70s publication of works of world literature of the twentieth century, primarily Western literature - J. Joyce, M. Proust, J. P. Sartre, A. Camus, F. Kafka etc. Attention to the person, his essence, and not the social role, became the defining feature of the literature of this period.

The artistic experience of Western European and American realistic prose of the 20th century, represented by the names of G. Marquez, W. Faulkner, T. Mann and G. Mann, K. Chapek, B. Brecht and others, is unusually rich and diverse.

Scientific and methodological approaches to the multifaceted study of literature from around the world should be manifested in the fact that it will be presented to students as an example of creativity that does not have complete analogies in Russian literature.

Introduction to foreign literature contributes to the development of creative thinking of students who understand that artistic consciousness is not standard, that there are different ways of aesthetic exploration of reality. This is on the one hand. On the other hand, students develop a reader's perception, they will also feel the common features of the wonderful works of world literature they have read: humanistic orientation, artistic imagery, the desire to cover the problems of the chronotope of the work.

The social changes that took place in the early 1990s created serious problems in the study of modern foreign literature. Literary and art magazines in a foreign language have ceased to arrive in other foreign-speaking regions. There was also a noticeable lack of literary communication. And so it was necessary to develop an intensive methodology

for teaching and studying foreign literature, primarily in educational institutions. It was also necessary to improve and intensify publishing work. Since periodic art and literary magazines and newspapers were not published even for a certain time in the localities. All this affected the development of linguistic processes in these territories and complicated the study of the literary process not only in the West, but also in Russia and in foreign-speaking regions.

Transition problems existed in the process of education and training, which had to be solved locally. It took time to make sure how huge the influence of a foreign language is for interlingual and interliterary communications at the present stage.

It is necessary to indicate the work of teachers of methodologists who devoted themselves entirely to teaching a foreign language and literature. A more intensive teaching methodology was developed. Education was considered as one of the main factors in the formation of the personality, and the education of young people was not ignored.

It should also be noted the innovative activity of the President of the Republic of Uzbekistan Sh.M. Mirziyoyev, his Decree of September 13, 2017 No. PP-3271 "On the program of comprehensive measures to develop the system of publishing and distributing book products, improving the culture of reading" positively contributed to the formation of reader reception in Uzbekistan. [

An analysis of a modern lesson in foreign literature at a university shows that in the classroom, teachers usually use synthesized traditional and non-traditional teaching methods, which are the methods of pedagogical technologies.

The use of pedagogical technology in the classroom requires the teacher to have high pedagogical skills. Without pedagogically developed thinking, without taking into account many factors of the pedagogical process and the individual characteristics of students, any technology will not fulfill its purpose and will not give the proper result. With the expiration of time, non-traditional methods are transferred to traditional ones.

Therefore, we prefer to define contemporary lessons as combined lessons or technology lessons.

As the scientist L.T. Akhmedova: "At the end of the 20th century, the concept of "innovative technology" became firmly established in the theory and practice of pedagogical activity and became widespread in education. The creation of highly effective learning technologies contributes not only to increasing the assimilation of educational material, but also the possibility of individualizing a student-centered approach. Taking into account the existing definitions, we understand innovative technology as updated programs, planning, educational and methodological complexes, a system of new teaching methods and techniques aimed at achieving effective results of the educational process.

As is customary, literature classes mainly use technologies aimed at educating and developing students' creativity. These include problem-based learning technology, project technology, modular learning, game technology, as well as various disputes.

The results of the applied pedagogical technology showed how effective new methods are in teaching and educating the younger generation. Since then, many teachers - methodologists have been working on the problems of improving the educational process, where it is necessary to identify the principles and develop methods for optimizing the educational process by analyzing factors that increase educational efficiency, by designing and applying techniques and methods.

The Japanese scientist-teacher T. Sakamoto characterized pedagogical technology as follows: Pedagogical technology is the introduction of a systematic way of thinking into pedagogy, which can be otherwise called "systematization of education". As we can see, in this situation, pedagogical technology is defined as a kind of structure of interaction between a teacher and a student. Of course, here we mean the techniques and methods that ensure this impact and its results.

Is it possible to use any technology in the pedagogical process? If we take into account

the creative nature of pedagogical technology, then this question receives a negative answer. [3; 128] Moreover, the teacher must take into account the individual abilities of students. And therefore, it is necessary to study all the features of pedagogical technologies, how to apply them and what goals they pursue. This question can be answered in the book by Klarin M.V. "Innovative Models of Education in Foreign Pedagogical Searches". [4; 68] The book presents psychological and pedagogical developments aimed at transforming traditional education. Didactic developments that build learning on the basis of research, discussion, and games are described and analyzed. The book covers the innovative search for world pedagogy at different levels of education: from primary to higher education.

One of the urgent tasks of introducing innovative technologies in literature classes is the use of information technology. A wide network of communication links allows the teacher to use material from the Internet. It should be noted that in modern socio-cultural conditions it is difficult to provide educational, artistic and literary material. Because of this, there is a noticeable difficulty in the performance of term papers, qualification and master's works, which leads to poor-quality methodological performance of these works. To resolve these issues, active inclusion in the Internet service is required. Given that today's youth have the knowledge and skills to manage computer technology, classes using electronic materials should be regularly organized.

It should be noted that in the absence of the necessary materials for the study of the modern literary process, the electronic version contains materials on the history and current state of foreign and Russian literature, the richest material from the gallery of foreign and Russian writers, poets and playwrights. To familiarize yourself with these sources, you should know the sites through which the material is accessed. In the article, we offer sites through which students can receive the necessary educational, methodological and fiction, contributing to the formation of reader's reception in the process of studying works of foreign literature.

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