METHODS OF TEACHING STUDENTS THE TECHNIQUE OF UNDERSTANDING ARTISTIC TEXT

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INTRODUCTION.

It is known that a person who is open to communicative relations, has mastered the types of reading, is able to obtain the necessary information from various sources, and has the skills to identify and perceive the theme and idea of the text, additional information in it. According to the Russian scientist S.L. Lvova, "The formation of functional literacy, which is understood as the ability of a person to distinguish, understand, transmit and effectively use text information obtained in various ways in everyday, personal, professional and social life, is the ability to self-manage". Approached from this point of view, working on the text is one of the main problems in literary education. After all, mastering any knowledge and methods of activity without understanding is not considered useful for students. They are the main carriers of knowledge and culture, contributing to the development of society. Improving reading, which is considered one of the cognitive educational tools in developing students' skills in working with text, is an effective factor. In this regard, teaching reading techniques to understand the content of a literary text is important. According to Professor S. Matchonov, "Reading a work of art does not mean anything. The most important thing is what to read and how to understand what you read. Therefore, reading is not determined by the number of books read, but rather by reading with understanding, that is, purposeful reading." In our opinion, the role of a literature teacher in developing a literate reader is special, he is the only subject who plans to work on the content and form of a work of art, knows how to choose effective methods for it and uses them in the educational process.

The literature teacher develops the skills of determining the theme, idea, problem and author's point of view of the work, which allows determining the level of understanding of the text through a system of separate tasks. These include choosing a title to reflect the theme or idea of the text, making a plan, and reading comprehension exercises. The above may not always provide positive results. In our experience, it has become clear that students do not have sufficient skills in working with the text and cannot understand the content of what they read. In our opinion, one of the main reasons for failures in this regard is that most teachers believe that students' reading skills are formed in primary grades and that reading literacy occurs automatically in the process of working with the text.

When it comes to working with the text, the literature teacher is often limited to questions and tasks. It does not pay attention to the methods of understanding the content of the text, formulating the theme of the text, working on the idea of the text. Also, processing text information: asking questions to the text, analyzing the title, highlighting it, working on the dictionary, highlighting keywords, dividing the text into sections, semantic parts, conceptual sentences; reducing the text, analyzing figurative means; tactics of learning to read: drawing up a text plan, dialogue with the text, drawing up a semantic map of the text, etc. serve to develop speech and thinking. It is appropriate to arouse the need to actively perform them. According to methodologist S. Kambarova, "when studying works of art, there are cases of students' shallow or superficial understanding of the content of the text. Scientists call this epiphenomenal understanding. In this case, which is assessed as understanding without understanding, the student seems to understand the content of the text, but in fact it is the opposite. He does not observe deeply, does not seek to understand, but only tries to express his opinion through examples taken from the context of the entire work.

There is a need to use various reading strategies in literary education. The strategy of learning to read, which forms the basis of the activity of a modern person during school and in the future professional process, defines the strategies of familiarization

with the text, viewing and searching, which are considered necessary for a modern person to master. It seems that the problem of teaching students to consciously use the methods of understanding the text in the process of working with the text is urgent.

In order to develop a modern literate reader, it is necessary to direct students to navigate in the flow of information and to be able to obtain the necessary information from various sources. For this, it is necessary to create a system of working on a literary text, process information and include it in individual reading tactics, and use various types of texts. It is also effective to base the educational process on a subjective approach in order to convey the importance of meaningful reading, according to which the student, with his individual abilities and interests, is at the center of the lesson.

Improving the reading culture of students is the basis for developing their intellectual potential. "The need to form a reading culture is not only related to the fact that students learn something new from literature. Independent reading processes are improved towards common goals such as understanding national identity, the essence of life, strengthening civic duty and a moral point of view, and reflect socio-ethical and aesthetic ideals."

In the context of globalization, where the flow of information in the world is increasing and the techniques for its assimilation are constantly changing, working on the text is considered a factor of knowledge and development. The development of the ability to read texts of various genres is considered a condition for the information culture of a person, professional and personal development, and communication with the world. When solving the problem of working on the text, it is important to use approaches to the development of information reading, such as identifying and working with explicit and implicit information in the text.

At the initial stage of literary education, semantic reading strategies are leading. Recently, there has been a divergence in the use of the concepts of "information culture" and "literary text reading culture." In most cases, reading culture is defined

by information and bibliographic literacy and is not considered as a specific method of reading and a factor of efficiency.

In the information age, the decline in interest in reading classical works and the increase in interest in "formulaic literature" (detective, fantasy) are having an impact on the development of students' reading culture. In order for the literary heritage accumulated over the centuries not to "dissolve" in the world of modern multimedia technologies, a modern student should have not only information and functional literacy, but also a culture of reading a literary text as a spiritual and aesthetic source, and learn to distinguish between literary and non-fictional cultural texts.

Primary education is a favorable period for the formation of a culture of reading a literary text. This is closely related to the development of ideas about good and evil, about man, nature, art and life.

The concept of "reading literacy" is actively used today in various fields such as sociology, library science, pedagogy, and computer science.

Despite the significant differences between the culture of scientific reading and the culture of reading fiction, they complement each other and go in parallel. A component of the culture of reading, like the art of reading, is a dialogue or aesthetic activity between the author and the reader, and its goal is to form reading.

The task of scientifically defining what should be understood by the culture of reading is neglected. The issue of the dual nature (methodologically) of this concept is ignored: firstly, reading is aimed at forming a reading culture, and secondly, it must be based on reading activity and reflect the result. If the culture of reading arises as a method of activity that regulates the reading process in a certain way in accordance with the individual and age characteristics of the reader, the models of interpretation of a work of art characteristic of each era, then this duality disappears.

The fact that outdated interpretations of the development of a reading culture no longer meet the requirements of the time requires updating from the point of view of modern methodology. It is advisable to empirically master the methods of action in this regard, without specifying the requirements of a reading culture specific to each

period. The problem of developing a reading culture and working on literary texts requires basing oneself on the PIRLS criteria in primary education.

METHODS

The methodology of working on a literary text can be assessed as an indicator and result of the student's literary development, as well as the competence and experience of reading (perception, analysis and interpretation). In this regard, the implementation of methodological conditions in a comprehensive and systematic manner, the use of appropriate educational and methodological complexes, the presence of a system for monitoring the literary development of students are taken into account. At the same time, it is necessary to make changes to the target strategies of the modern literary education system, and to set the goal of developing students' skills in working on a literary text.

Based on the above, the following can be identified as the main conditions for improving the methodology of working on a literary text:

1) the use of innovative educational strategies in the process of teaching the organic nature of the art of speech;

2) revealing the moral and aesthetic potential of a literary text in literary reading lessons;

3) methodological tools for the perception of the work, which allow for the effective implementation of the goals and objectives of the lessons on working on a literary text.

According to the requirements of working on a literary text, it is necessary to solve the following problems:

1. To determine the content of the concept of "Working on a literary text" in the aspect of literary education and to provide theoretical justification.

2. To determine the interests of students in reading educational, cognitive and artistic texts.

3. To determine and describe the specific features of setting the goal and implementation of lessons on the literary development of students, their expected results, and forms of educational work.

4. To organize a course "Working on a literary text" in the field of literary development and to develop its educational and methodological support.

The methodology of working on a literary text is a multi-component integrated and dynamic activity based on the need to work on literary works, the quality of reading, the interpretive competence and preparation of students, their activities at the stages of communication with the text, its result is a set of laws, principles, methods, techniques and tools for understanding the literary text, the author, the reader's interaction with the world around them and themselves.

The effectiveness of working on a literary text is also inextricably linked to the students' abilities necessary for perceiving a literary work, their interest in reading the work and the need to organize a discussion about what they have read, emotional sensitivity to the meaning of words, intonation, style of speech, sympathy for the characters, and their attitude to reality. Recreating the author's image in one's imagination, determining the author's attitude to characters and events, and forming one's own point of view are also important elements of working on the text. The skills of evaluative dialogue, such as "I and the hero", "I and my friend - a book", "I and another reader", are also important conditions in this regard. The ability to interpret the text based on expressive and interpretive reading of the read work, illustration, dramatization also guarantee the expected results. The above are formed in the process of working on the text, perceiving the work of art and are evaluated as a criterion for understanding the text.

The most important indicator and result in the development of students' skills in working on a literary text is the emotional and figurative perception of a literary work. For this, methodological conditions are required from students from reading to creating their own creative product.

When working on a literary text, it is necessary to realize its aesthetic and spiritual impact. In this regard, it is important to apply students' reconstructive and creative imagination, sensitivity to the word, and ways of mastering the rich layers of the literary language. In conclusion, there are a number of methodological tools for working on a literary text that have a positive impact on the development of students' literary competencies. These include:

1. Reproductive and analytical tasks appropriate to the nature of the text: for educational texts; creative, analytical and research - for literary texts; a set of heuristic methods that stimulate free association, emotional response and motivation for writing activity in the student.

2. Systematic diagnostic methods aimed at controlling the level of perception of literary texts by students 2-3 times per academic year.

3. Selection of literary works based on their artistic and spiritual value, speech and language features, students' inclinations and worldview, etc.

CONCLUSION

The study highlights the importance of structured literary education in fostering reading literacy and critical engagement with texts. The development of a reading culture is vital for intellectual and emotional growth, requiring a methodological approach that integrates comprehension, interpretation, and critical analysis.

To ensure effective text-based learning, educators must implement innovative teaching strategies that engage students in meaningful literary exploration. The methodological conditions for literary education should not only focus on reading comprehension but also encourage creativity, emotional connection, and analytical skills.

The findings suggest that a well-structured approach to working on literary texts can significantly improve students' abilities in understanding, interpreting, and appreciating literature. The integration of systematic assessment, creative engagement, and strategic text analysis can create a literate and culturally aware

generation capable of navigating the complexities of modern information flows while preserving an appreciation for literary heritage.

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