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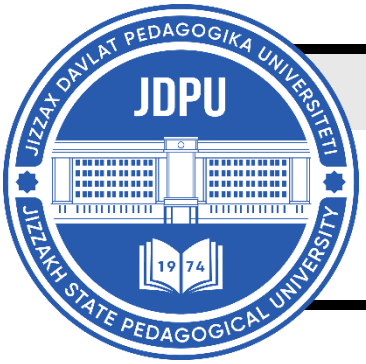

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PEDAGOGICAL POSSIBILITIES OF EDUCATING STUDENTS IN THE SPIRIT OF NATIONAL AND UNIVERSAL VALUES THROUGH WORLD LITERATURE

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ABOUT ARTICLE

Key words: world literature, national values, universal values, education, pedagogical opportunities, students, literary education, intercultural dialogue, harmonious generation.

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Abstract: This article highlights the educational value of world literature and analyzes its pedagogical potential in educating students in the spirit of national and universal values. The role of examples of world literature in the formation of such qualities as patriotism, tolerance, humanity, justice, and hard work in the student is highlighted. Methodological approaches to developing intercultural dialogue through literature, expanding global thinking, and educating the younger generation as well-rounded individuals are also analyzed. The article emphasizes the commonality in the works of such outstanding figures of world literature as A. Oripov's translations, Honore de Balzac, Bacchae, Sophocles, Homer.

Introduction

It is known that all things that are important for humanity, in particular, freedom, peace, justice, gender and social equality, enlightenment, truth, goodness, material and spiritual wealth, traditions and customs, are considered universal values. As we analyzed in the previous chapter, national values can be said to be a concept used to indicate the universal, socio-moral, cultural and spiritual significance of certain events in social reality.

When scientists conduct research on value in their research on social sciences, it is observed that this concept is defined in this way. From the above considerations, it is understood that value is one of the structural elements of humanity, which is the result of the social development of material and spiritual factors. That is, it is a universal human quality valued by individuals. Based on the analysis of literary and scientific works, national value can be said to be a category that indicates the positive or negative significance of things and people in the environment for society. It is a criterion or measure for evaluating this concept, expressed in moral principles, ideas, guidelines and goals in society.

Materials and methods

In addition, universal values include certain moral standards, the cultural heritage of advanced, progressive peoples. The value of works of world literature is characterized by the expression of the virtues, dreams and goals of each people, the emotional embodiment and embodiment of universal ideas. Future educators are educated in a national spirit based on the works of the Renaissance (the works of Dante Alighieri, "The Divine Comedy", the literature of the Renaissance in Italy and France, the works of Petrarch, Giovanni Boccaccio and oriental motifs in his "Decameron", the image of Rumi, Navoi and Boccaccio, Ibn Sina in the "Decameron"), and their interest in national and universal values is developed.

When introducing students to works of world literature, it is advisable to adhere to the following pedagogical requirements.

In the process of teaching world history to students, it is necessary to reveal the essence of national and universal values, study them in terms of their individual characteristics, and

discuss their specific content. For this, students should be introduced to the criteria for the values of a work of art. Of course, knowledge of the logic of the work, analytical study, emotional and aesthetic perception of its ideological content, and a valuable attitude to the work being perceived are of great importance.

During the research period, the main ideas of the works of the Renaissance were clarified in collaboration with students, namely: the exaltation of the hero of each nation; the struggle for the peace and prosperity of the nation and its land; the vivid expression of material and spiritual changes in the country in the work; an idealized idea of a person as a free, conscious and emotional being; the use of knowledge in the fight against ignorance.

In the process of studying historical events in world literature, especially the Renaissance, students develop national and universal values.

Also, when educating students in a national spirit, it is appropriate to pay attention to the following psychological and age-related characteristics of students:

- The desire to expand and enrich their professional and historical knowledge;
- The need to study a work of art;
- Interest in a work of art, enriching their knowledge and expanding it to the level of a sustainable need.
- Putting special emphasis on the perception-research, intellectual-creative,communicative and social propaganda activities of the heroes of the work.

In the study, the education of students in a national spirit through national and universal values through the study of the history of the Renaissance of the Middle Ages was interpreted as follows.

The task of the professor-teacher is to organize a pedagogical process aimed at acquiring, enriching and improving knowledge about the history of various countries and periods, as well as works of art, which will be necessary for the future professional activity of the future teacher.

Students should be aroused by a high emotional inclination, interest and activity for the process of developing an active and stable interest in national values based on works of world literature. It is necessary for students to know the essence, criteria of this process, its role and significance in their future professional and personal activities. It was also found that students have such characteristics as ideas about the necessity of interest in works of art for their future pedagogical activity. The created psychological conditions that improve students' creative, independent learning and social activities are directly related to their interest in national values.

Result and discussion

We have identified the following as pedagogical conditions for educating students in the spirit of national and universal values through world literature:

- understanding and understanding the goals and objectives of creative and independent, case assignments;

- choosing topics for lectures and assignments based on the student's interests and abilities, with motivation, taking into account their full implementation;

- reminding students about the possibility of socializing theoretical and practical requirements at different levels;

- approving and encouraging a unique creative, bold approach to solving problems, an intellectual and creative "product";

- emotional and positive orientation, maximum activation and planning of thinking;

- editing the text, identifying national values and harmonizing it with social life;

- organizing educational and cognitive activities for students, creating problem situations;

- use of productive methods in the process of familiarization with world literature (writing a creative essay, essay, discussion, debate)

- creation of a “Portfolio of Artistic Works” as a result of familiarization with a work of art;

- organization of a creative learning process and use of dialogue and polylogue methods;

- creation of a high-level pedagogical environment for creative activity;

As a result of the above pedagogical conditions, future teachers will have the opportunity to analyze national and universal values, to educate them in a national spirit.

In the process of our research, we directed students to study works of world literature, as well as to guess, to connect the national values of countries with universal values.

Students discussed works of art among themselves and expressed their attitudes towards the characters of the works. In particular, an optimal combination of logical and heuristic methods was created.

A. Kasimov, S. Khojaev's "History of Foreign Literature" textbook talks about ancient Greek mythology. [1.19] It appeared as an attempt to explain the emergence of life on earth, the causes of natural phenomena, at a time when man was unable to determine his place in his environment. The creation of myths was the first step of man towards creativity and self-knowledge. It is shown that gradually, from some myths that arose in various regions of the Greek land, whole series about the fates of heroes and the gods who patronized them were formed. When students get acquainted with Greek literature, they set themselves the goal of self-realization and taking their place in society. As a result, a national spirit is formed in them.

Students are encouraged to express their personal opinions based on the analysis of a work of art, demonstrate their personal position, and strive for development. Most importantly, motivation to achieve personal success appears. We have included the following in the conditions for improving students' independent learning activities:

- Disclosing the essence of independent learning in the artistic field, its main features, emotional-psychological orientation, and the nature of the motives and motivations that cause a positive attitude in the process of independent activity;

- Viewing the study of educational and additional literature as the main means and source of independent learning, the main form of improving artistic culture in independent learning.

The following conditions were included in the list of conditions for improving the social activity of students: participation in personal and socially significant activities; identification of specific-subject activities in the social environment; concentration of will, preparation for the arousal of certain emotions; attention to not only objective, but also subjective factors of social activity; consideration of the dependence of this activity on the manifestation, emotions, goals and motives, social and personal content. As a result of acquaintance with the works of world literature, students develop a desire to achieve personal achievements. The epics "Iliad" and "Odyssey", which express the way of life, character and virtues of the Greek people, have become authoritative books since ancient times, performers performed them at various holidays, and students became literate by reading them. The literary methods of Homer's epics served as an invariable model for Greek poets. Students who become familiar with these epics acquire qualities such as courage, heroism, bravery, defense of their country, patriotism, and tolerance.

It also aims to plan personal achievements in future teachers, to convey works of world literature to students in their pedagogical activities, and to form national values in them.

The Greek writer Sophocles, in his tragedy "Oedipus the King", widely used mythology, which was "not only a force and a means, but also a basis" of Greek art. Sophocles gives this work a clear psychological treatment, turning it from a "tragedy of fate" into a truly human drama. The process of Oedipus's knowledge of the secrets of his own life not only reveals to him a terrible fate, but also leads to a confession of his guilt. A person is responsible for his own actions. In Sophocles' tragedy, fate is only a link on the hero's path. Oedipus becomes a deep and complex image of universal significance. Based on the plot of the work, students are formed with such qualities as responsibility, conscience, and setting the right life goals. The plots of world literature depict humanity, values, the fate of nations, and heroes. Students' existing knowledge is strengthened by analyzing, summarizing, and justifying the realities and main characters in the work.

As we have noted above, humanism, which is an important instrument of universal human values, occupies a central place in the works of world literature. William Shakespeare He received his initial education at the “Grammar School”, studied Latin and read the works of ancient Roman poets with great interest. In 1587, he entered the London theater and worked his way up from a stagehand to a director. It was from this period that Shakespeare's creative career began. At first, he was engaged in reworking and staging plays, but later he began to write dramatic works himself and soon became famous as a playwright. The drama “King Lear” was not only a reflection of an interesting story related to life, with logic and vital balance. Analysis of the work indicates that in “King Lear” not one, but several universal human problems are universalized in two plot systems, artistically synthesized.

That is, in the Lear plot system:

1. The problem of fathers and children (this problem has always been characteristic of European spiritual life);

2. Pride and arrogance (all Eastern Islamic scholars emphasize that the quality of arrogance is inherent only to Allah);

3. Spiritual corruption (lust for wealth, fame, betrayal of marriage, blood relatives, friends).

In the Gloucester plot system:

1. A child born out of wedlock;

2. Hypocrisy, envy (in Eastern Islamic philosophy, hypocrisy is considered a very bad vice.

It is said that hypocrisy is even more dangerous than a murderer and an adulterer, such people can cause huge crises in the family and social environment). Also, in the independent works "Hamlet" and "Othello", spiritual categories such as betrayal, jealousy, and revenge are elevated to the level of aesthetic categories, which is also close to the spiritual values of the peoples of the East. In all the works of the writer, the ideas of individual views, love, and loyalty to one's family and homeland are promoted.

The greatest Roman poet Publius Virgil Maron Virgil's work on agriculture, "Georgics", consists of four large parts with a didactic content. The first of these parts is devoted to grain growing, the second to gardening and viticulture, the third to animal husbandry, and the fourth to beekeeping. The author's ardent patriotism, passionate love for rural life, and especially his sincere sympathy for farmers ensured that the work was written with high artistic skill. By familiarizing students with this epic, they will develop a love for their native land, and through the work, they will also develop feelings of labor.

The Italian writer G. Baccoccio's "Decameron" is considered a collection of realistic stories. When choosing plots for his works, the author refers to the literature of other peoples, transferring the events of this literature to the Italian environment. It creates Italian types and social relations, imbuing them with a national spirit and perfecting them.

The theme of humanity is in the first place in the work. Generosity and kindness in people are measured not by their lineage, but by the service each person has rendered to the good of society. Boccaccio is confident that a person can be educated and re-educated. Every student who gets acquainted with the work will acquire personal and spiritual qualities for themselves.

The French writer Honore de Balzac quoted the following sentence in his novel “Father Gorio”: “If everyone tramples on their fathers, the homeland will perish. This is clear. Society, the whole world, is based on fathers, and if children stop loving their fathers, everything will turn upside down.” This opinion of the Jesuit states that the role of the father in the family, the duty of children to their parents, and family values are important. [3.44]

A. Oripov Dante Alighieri "Divine Comedy" in the fourth canto among the great scholars of the world, the figures of our country's thinkers Ibn Sina and Ibn Rushd are presented.

I looked in the direction of the slope, and all
I saw the teacher of the wise,
His companions were wise.
I cast my eyes far away, then:

The accountant Euclid, Ptolemy, Galen,

Hippocrates, Ibn Sina, Ibn Rushd appeared-

The true promoter of new ideas. [2.148]

In the process of analyzing this collection of poems, students will witness that our compatriots were praised by foreign writers and poets, and that they were recognized by the countries of the world. This, in turn, develops a sense of national pride in them.

Conclusion

Future teachers will further increase their interest in the chosen field based on familiarization with world literature. They will understand the important task of bringing national and universal values to the minds of students and young people. In addition, an integration process will also take place, and students will gain knowledge about historical events, socio-political development of countries along with literature. Students will learn that the development of the country in the global community is directly related to the past and history of the peoples.

Thus, universal values take a leading position in the system of spiritual values and develop as a basic value. On the basis of national values, all moral, political, legal, ideological, artistic, philosophical elements of spiritual values are intellectualized. As is known, national independence made it possible to restore the spiritual values of our great ancestors, continue their progressive traditions, and build a free, independent, civil society on the land of Uzbekistan.

The success of the reforms being implemented in our country requires, first of all, the development of science, the training of international educators who can meet the requirements of world standards.

The main scientific concept of our research is characterized by the development of the national spirit in future educators through national and universal values, the upbringing of individuals loyal to their homeland, the instilling of interest in their chosen profession, and the development of qualified specialists.

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