
STUDYING WRITER'S STYLE AND SKILL IN LITERARY ANALYSIS

Pirnazarova Gulkhayo Alisher qizi,

teacher of the Uzbek language and literature department at Tashkent State
Technical University

By studying literary works, the education of sophistication is imparted to the student. Art education involves the formation of certain knowledge, skills and qualifications related to the science by teaching the science of literature. At the same time, they help the student to understand the colors of the universe, the essence of life, and the concepts of beauty. In the process of literary education, the feelings of the student are cultivated. His understanding and perception of beauty will be improved. In this regard, work is carried out based on the analysis of the artistic work. Through the analysis of works of art, the student's capacity for independent thinking grows, oral and written speech is improved, and the student's ability to justify his thoughts from a scientific and practical point of view is formed. Literary education will achieve its main goal if everyone is freed from thinking in the same way and relies on analytical methods that are considered to be the most effective in generating diverse opinions on a certain topic. Therefore, in this manual, modern methods of analysis of literary works and scientific theoretical and practical recommendations on their application are given. Advanced methods of analysis of works of art intended to be studied at different stages of education are covered.

The analysis of a work of art is a separate and important part of the science of literature teaching methodology. The quality, effectiveness, and responsiveness of literary education to modern students are largely determined by how the study of literary works is organized. Conducting literary education in a scientific methodical direction, organizing the analysis of literary works based on aesthetic principles in the general education system, developing effective educational methods, creating non-traditional methods and tools constitute the general theoretical issues of the methodology of literary work analysis.

The methodology of analysis of literary works in close connection with the disciplines of "Literary History", "Literary Studies", "Literary Theory". This connection is visible in the purpose of the field, the object of research, and the contents of its composition. Relying on the achievements in the field of literary studies, advanced ideas, the foundations of science, the methodology of teaching literature is researched, the analytical methods of literary studies are used in the analysis of literary works.

The theoretical principles of literary theory are strictly followed in all areas of the methodology of teaching literature, especially in the analysis of literary works: literary types and genres, visual media, types of poetic art are directly referred to in the analysis of literary works, analysis is carried out based on theoretical knowledge.

The methodology of literary work analysis refers to the science of linguistics in the process of learning the language of a literary work, it implies the clarification of the aesthetic features of the Uzbek literary language through analysis; In connection with the science of psychology, the methods and tools used in the analysis of the literary work are taken into account, how well they correspond to the age, level of knowledge, consciousness, worldview of the students.

In close connection with pedagogy and didactics, the methodology of the analysis of literary work ultimately affects the formation of the young generation as mature, intelligent people, and serves to bring to adulthood people who feel and appreciate goodness and beauty.

The methodology of analysis of literary works helps students who are studying for master's degree in higher schools and will work in the general education system, academic lyceums, vocational colleges in the future, to develop and improve the skills of studying literary works, aesthetic analysis; through the analysis of literary works, the student intends to raise the spirituality of young people, to develop their aesthetic taste, speech, and thinking potential.

The composition of the methodology of literary work analysis consists of knowledge acquired from literary studies and literary theory, basic knowledge from literary history, pedagogy, aesthetics, psychology, and practical skills; as a whole, the educational process is at the center of it, the students participating in this process and the methods, principles of aesthetic analysis, scientific-methodical illumination of the stages of studying literary works; The main goal of this course is to equip the professional literature teacher - masters with knowledge and skills related to the methodology of literary work analysis. Its tasks are to perfect this process, to teach the student to aesthetic analysis of literary works based on the advanced methods and tools, to achieve the composition and improvement of literary analysis skills.

The analysis of any literary work is carried out by studying the character of the characters in it. The elements of the plot and composition of the centuries created in genres such as stories, short stories, novels, epics belonging to the literary type of the epic form a unified and integral unity, directed to the illumination of the image of the central characters. Through the images of the main characters, the

reader understands the writer's attitude to life problems, human personality, conflicting events. All the formal elements of the work and the tools that serve to illuminate its content create an epic scale of thought. From event to event, various human experiences, mental states, and characters reveal their point of view, faith, and belief before our eyes. Each of them differs with its own appearance, feelings, thoughts, and imagination. One draws our attention to the yet-to-be-understood aspects of the complex human world unlike the other. In the process of literary education, in particular, in the study of epic ages, the student's attention is again focused on the human problem. The reader observes the tangled relationships between man and the world around him, life conflicts, becomes a live witness of these events, and has the opportunity to express his reaction to each issue. Unlike works created in other literary types and genres, the works created in the epic literary genre give the reader a great opportunity to conduct practical work on the image of the hero. In particular, the problem of analyzing large-scale epic works and studying the image of heroes in them cannot be solved in a short time.

The methodology of teaching literature uses achievements related to the history of literature, scientific researches to solve the issues of organizing the study of the history of literature on a scientific methodical basis, and adheres to the principles of historicism and nationalism in the process of studying the literary heritage. Therefore, observing the principles of periodization of the history of our literature and analyzing literary works, the teacher of literature should approach the spiritual literary heritage based on the spirit and requirements of the Idea of national independence.

Studying the language of a work of art is carried out in connection with the analysis of the work as follows:

1. To study the speech of the author in the work.
2. To study the speech of the characters of the work (dialogues, collision, i.e. depiction of mental states, monologues).
3. To study the specific aspects of the writer's style.

In order for students of academic lyceums and vocational colleges to understand that the features of artistic language specific to any work are manifested precisely through the writing skills, the following issues should be in the focus of the teacher's attention:

1. Analyzing from the text the scenes, images, situations and characters that moved the reader and affected him during the reading of the work.
2. Determining the means of artistic language that ensure the attractiveness of the image.

3. To learn the skills of the writer in creating vivid and impressive images and images from the possibilities of artistic language and pictorial means.
4. To create an opportunity for students to think freely, analyze independently, and express their opinions so that the features of the artistic language can be used by each student independently from his heart and thinking, and come to his own conclusion.
5. It is natural for every student to have his own imagination and thoughts about the Ideas presented in the work, the teacher should not ignore this situation and strive to reach a variety of opinions and conclusions regarding the analysis of the work; In order for teachers to rely only on the conclusions of the textbook or the teacher, and not to turn into intellectual lazy people who do not think for themselves, are indifferent to forgive their feelings, they should be regularly active, imagine a living person in the form of the heroes of the work, help the student to feel and understand other people through empathy, and thereby help the student to understand his identity. one should not forget that preaching is one of the main tasks of literary education.

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