

FACTORS OF ENSURING PHASE-BY-STAGE COHESION IN LITERATURE EDUCATION AND THE SYSTEM OF WORK CARRIED OUT

Fayzullaeva Gulchexra Sharipboevna

Doctor of philosophy in Pedagogical Sciences (PhD),

Regional Center for retraining and professional development of the employees of public
education of Samarkand region

Annotation: In this paper, the various situations that arise in ensuring the continuity of literature teaching in secondary schools, the changes that occur in the psyche of students at the educational stages and the system of work that is carried out in eliminating them, problems and their solution are partially addressed.

Keywords: principle of continuity, continuity, curriculum, standard, consistency, individuality, education chain.

Introduction: One of the basic principles of modern education is harmony and continuity. The main task of primary education in the "state educational standard and curriculum of general Secondary Education" adopted in 1999 year is aimed at eliminating the problems between primary and general secondary education. It also stipulates that "noble, spiritual qualities that are brought up in the setting of the state standard for literary education, which at the first time tried to assimilate from the adult, should become an integral feature inherent in their character during the rest stages of Education" [2, 147].

Main part: As a result of the growing role of social relations in the life of mankind in the development of society, the growing attention to the personal factor of man is becoming increasingly important today. Methodist-scientist K. Yuldashev's words should be mentioned here: "Circumstances necessitate the urgent renewal of school literary education, freeing it from the service of ideological interests and putting it in an artistic and spiritual direction" [3, 23].

The implementation of this process on the scale of literature education remains one of the important aspects of ensuring its quality in parallel with the profession of positivity. The need to ensure the continuity and continuity of literary education implies not only the satisfaction of the demand of teachers, but also parents and students. This situation implies equality, mutual respect, possession of Independent Thought, serious acceptance of respect, reliability, belonging to national values and manifestation in these singaries in relations in the form of the chain" teacher ↔ pupil ↔ parent". It also covers all activities of the participants in teaching and learning in the process of transition from primary education to secondary schools in general. In carrying out this work, students, teachers, parents, school administration, psychologist, pedagogical service specialists and others are involved.

From the observations and research on the introduction of this process into literature education, it becomes clear that in further improvement it is possible to solve the issues of continuity and continuity by turning the student into a subject of Education, a new approach to literature education.

O with issues of continuity in literature education. A. Anishenko, M. N. Y. Kostikova, A. V. Petarsheva, H. Ne'matov, A. Gulomov, Q. Yoldoshev, S. Matchonov, M. Mirqasimova, U. Dolimov, B. To'xliiev, R. Abdulahatova and a number of other scientists conducted research.

In the " Explanatory Dictionary of the Uzbek language "the term" continuous education "is defined as follows:" a holistic education system consisting of stages that are connected on the basis of mutual logical coherence and develop from simple to complex and are intertwined " [4, 267].

The point is that continuity is a kind of Organization of the necessary connection and its study, in order to study the levels of the proper distribution of relations between different parts of a science in education, the acquisition of activities carried out at each educational stage, as well as the interconnection and influence of all parts of continuity through demand, form, style and The importance of continuity is determined by the need to fully meet the needs of a person and society with continuous education, which is improved at a certain time scale, able to provide each student with the conditions for obtaining knowledge that suit him or her.

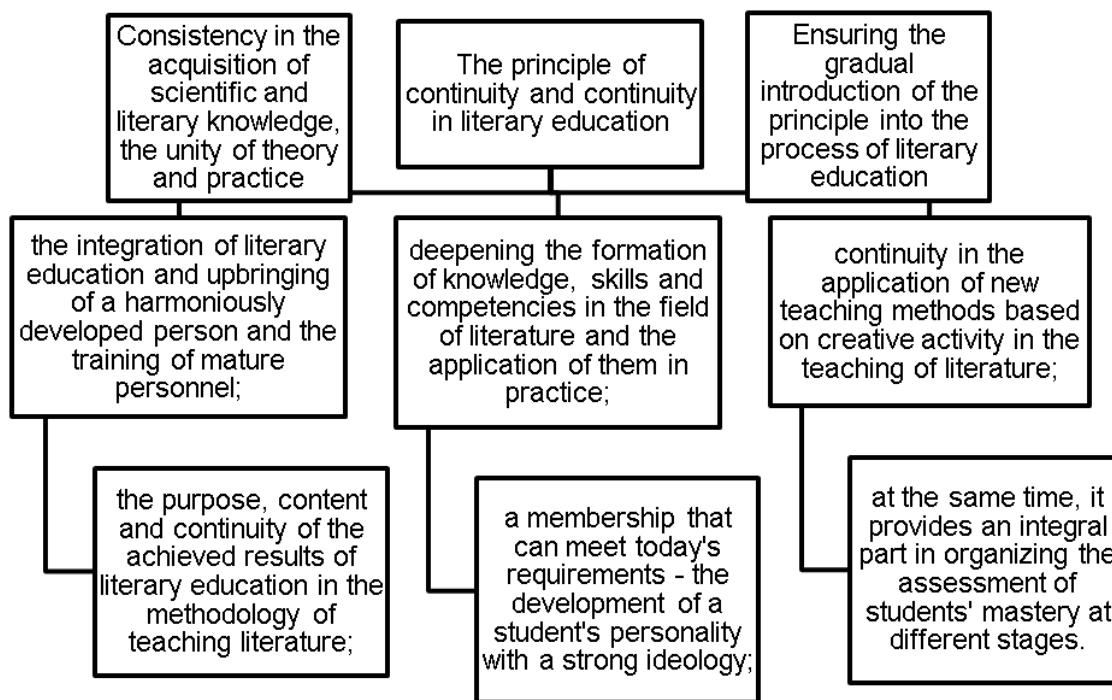
Although the above mentioned dictionary does not provide a definition to the term of harmony, the researcher has been given several definitions by scholars to the term of Harmony, including in the field of pedagogy. For Example, Y. A. According to Kustov, " the content and essence of the unity of educational cognition is an expression from establishing the necessary links between the old, new and future in the gradual process of expansion and deepening of knowledge, skills and skills on a higher scientific basis " [1, 63].

Sh. S. Sharipov also notes that ensuring the continuity in vocational education can be created based on the following consensus:

- "solidarity is an important component of the educational system, with the focus on the transition to the next stages, summarizing the accumulated experiences;
- the principle of solidarity includes such organizations as anthropological, design of an operating environment that ensures compliance of axiological, educational and educational methods reflecting values " [5, 44].

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conditioning-inexplicable literacy science any bridge on ordinary streams scientific approach to their integral direction and content, form, method, means compatibility will require even before selfishness. Hence, the principle of continuity and continuity in the process of literary education and training indicates the need to have a certain logical consistency and systematization in the high level of mastering and application of scientific, spiritual, educational, educational, genre knowledge on literature related topics, as well as in practice. As a result of this, the literature demonstrates the process of ensuring continuity and continuity in teaching, we express this situation in the drawing as follows:



Based on the above requirements, attention will be paid to the issues of ensuring mutual solidarity in the development of state educational standards, educational plans and programs of the literary educational process between the general system of secondary and secondary special, vocational education. To this end, the order of the Ministry of Higher and secondary special education, the Ministry of public education and the Center for secondary special and vocational education "on the experience testing of integrated state educational standards and educational programs of general secondary, secondary special, vocational education in general Sciences "was adopted on August 22, 2013, and as a result of this, the "literature"

However, only the introduction of a deepened or integrated program can not ensure the principle of continuity and usefulness in the field of General Education Science or literature. State educational standard ↔ training program ↔ worker-training program ↔ lessons system ↔ a complex effective teaching methods ↔ competition within subject teaching ↔ student age and individual features ↔ talented (kompetentli) and some

combination of the creative and literary competition in education teachers follow the principles of continuity and will be provided.

In our research work aimed at ensuring consistency and continuity in literature education, our observations and experiences on this issue (Samarkand City 39 – School of general Secondary Education, 5"A", "B"-classes, number of children 62, experience-Test Group "B"Class) show that in the mood of students there may be some complexities in the process of transition from primary to fifth grade, and this process:

- * Exchange of social environment;
- * Changes in the attitude of teachers to students (an increase in the number of teachers teaching different subjects, their different requirements);
- The complexity of Education;
- * Differentiation of educational systems and forms;
- * Mismatch of primary and secondary school programmes;
- Lack of the same and hakozas of the requirements of teachers of different disciplines and primary school teachers;
- * Kengay the size and complexity of the scientific and theoretical concepts to be studied.

Taking into account the above, in the process of literature education, the following issues are faced with the need to be addressed:

- Continue to study the possibilities, psychological characteristics of small-age students, that is, the use of texts suitable for their age in the lessons of " literature";
- To approach each student based on his or her individual characteristics, that is, to avoid stratification in the classroom on mastering the topics of literature;
- During the adaptation period, to develop a system of psychological approach of students. Bunda is necessary to choose texts taking into account the interests of lower-graders;
- To search for methods of profiling in order to eliminate the non-adaptation of students to the general education class, at the same time to take advantage of various didactic games from time to time;
- To teach students the technique and method of expressive reading of large texts in the educational process and to coordinate them taking into account the need;
- To constantly monitor and analyze the system in relation to the adaptation process of the students (not to neglect the psychological state that is happening in each student);
- To encourage them constantly in order to help their primary school students adapt to the educational process in general secondary school.

The role of teachers in solving the problem of continuity and cohesion in the literature education can be incomparable in the problem-free solution of the adaptation processes of students between primary and general secondary school.

In this case, the most necessary issues and tasks of the educational process are entrusted to the teachers. These will be the following:

- * Orientation of the educational process on the results of public education standards;
 - To achieve the effectiveness of the results observed and obtained in the process of education and training;
 - Continuous system control of learning process efficiency;
- * To achieve the continuity and continuity of teaching of concepts related to literature education between primary and general secondary education. In this case, the content of "reading" and "Odobnoma" subjects in primary education is determined by identifying similar and lasting subjects taught in the 5th grade, as well as the methods leading to the acquisition of a new one by partial repetition.;
- It is also necessary to have a proper assessment of the functions and the necessary condition for the successful implementation of the control of the qualification of the acquired knowledge of the pupil with primary education.

Determining the effectiveness of assessing the quality of education of students by the technology carried out, this not only ensures that the assessment is at the level of achievement of the planned result for each student in accordance with the requirements of the state standard of Education. The successful implementation of such activities, not only the form of assessment from literature education is chosen to determine the object of assessment, but also the way in which the knowledge of the students is compared with certain criteria, the achievements are analyzed and the way in which to further improve them is also shown by the way of achieving positive and negative results

It is worth noting that on the basis of solving problems, it is necessary to establish relations between the teachers ' team and the student's family on the principle of respect for each other, trust and help, support. Such a path provides the basis for the interaction of teachers and parents to formulate the conditions for the occurrence of a social educational movement in the school, to demonstrate the quality and character of the individual, to move to harmony, to establish a successful educational activity. At the same time, the product of these efforts will help to solve problems of different categories.

The development of the ability of the student to self-control requires continuous execution of daily tasks. Therefore, in the process of literary education, it will be necessary to focus the attention of the student on the fact that he can foresee the difficulty in the process of controlling his / her activities, on the formation of the ability to solve it positively in a timely manner.

At present, for their implementation, it will be necessary to develop general requirements for conflicts between the level of preparation and mastering of the student for the lesson in accordance with the modern requirements. It is also desirable to look for new opportunities for improving the forms of education, environment and the educational process,

it is desirable to conduct work taking into account the individual characteristics of the students in ensuring the continuity of the work programs of the primary and general secondary education stages. The fact that the estate is all taken together as a community creates a situation of success in education and it determines the positive adaptation of students to their education in the secondary school. In particular, within the framework of the science of literature, each teacher in this place should take into account the individual characteristics of his / her pupil, as well as the implementation of his / her approach to education in the quality that the pupil should be at the center of the lesson, making mistakes in the selection of methods and techniques of teaching.

The research of psychologists and educators in this regard shows that the number of knowledge does not determine the success of self-education. For this purpose, it is important that the student himself / herself seeks, finds and knows the way.

Continuity, cohesion is brought up in the spirit of continuous movement in literature education, being in search, being active, worthy of solving practical-theoretical issues.

Proceeding from the above, in conclusion, we can say that in addition to the readiness of students to the above situations, it will be necessary to ensure that they achieve the following in the solution of the issues of ensuring continuity and continuity in primary and general secondary schools:

1. To achieve the objective and problems of literature education not to impair continuity in every educational stages.
2. Textbooks "literature" coordinate educational plans and ensure the continuity of the program, as part of the state educational standard.
3. Ensure uniformity of form, continuity and continuity of education for all joints of literature education.
4. Constantly improving the popularity of education and training in textbooks" literature", relying on individual characteristics.
5. To ensure the continuity of the application of knowledge, skills and competences acquired in the field of literature education to practice.
6. During the literature lessons, to identify and ensure the continuity and continuity of education in relation to the knowledge and age characteristics of students.

Conclusion: Also, the content of literature education has been developed and developed in connection with the development of the society. This process is manifested in textbooks and programs created in the science of " literature". When communicating and absorbing these processes into the minds of students, it will be necessary to take into account their age and psychological characteristics, but to deepen the circle of aesthetic influence on their consciousness and consciousness through artistic literature. Therefore, if the above-mentioned are taken into account in the state standard of education, in the program and

textbooks, in the methodological hands-on training for teachers, it is possible to achieve a further increase in the quality of education if the literature adheres to the principle of continuity and continuity in teaching.

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