Using Electronic Works And Discourse Analysis In Literature Lessons

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ABSTRACT

The article discusses the urgent problem of using electronic developments based on the discourse analysis methodology in literature lessons for grades 5-6, the scientific apparatus of this problem, methodology, content of the discourse analysis methodology, intellectual quest, study and analysis of the language of a writer or literary hero, debate, improving the quality of literature education through the use of game technologies, analysis of scientific, pedagogical and methodological literature on this problem, reliance on innovative and active principles through the use of IT technology in literature lessons for grades 5-6, development of creative activity skills in students, presentations suitable for literature for grades 5-6, video and audio tools, programmed test tasks for controlling students' knowledge, recommendations for teachers on the appropriate use of software, research results and conclusions.

Keywords: : school; literature lessons; discourse analysis methodology, IT: .

1. INTRODUCTION

Currently, the introduction of information technologies in education is an important branch of state education policy. In his work "Strategy of the New Uzbekistan", President of Uzbekistan Sh. Mirziyoyev paid special attention to increasing the effectiveness of socio-humanitarian education, emphasizing that "it is necessary to support the use of formats for digitizing paper materials at all stages of the education system and, in accordance with the same approach, to continuously expand the scope of digitizing the existing educational process." (14,193)

In the Resolution of the President of the Republic of Uzbekistan "On approval of the Strategy "Digital Uzbekistan – 2030" and measures for its effective implementation" (No. 6079 dated October 5, 2020). The issue of "implementing the following measures to improve digital skills in education" was raised:

creating opportunities for students to master digital skills by providing them with digital technologies at the initial stage of education, developing analytical and critical thinking, and providing young people with knowledge and skills in the context of a large-scale digital transformation that will be necessary in the future; creating and implementing a single distance learning platform for its future implementation in all areas of education;

constantly making changes to the main curricula of secondary schools in order to increase the overall level of use of digital technologies for students, etc.

Thus, the state education policy requires the use of digital technologies in education.

One of the components of educational and methodological support is electronic educational resources. The use of new teaching methods based on the content and essence of the subject also increases the effectiveness of the lesson. Discourse analysis and electronic learning resources for literary education are important sources of optimizing education. .

The problem is that although any literary work studied in a literature lesson is composed of discourse sources such as monologue, dialogue, speech, the issue of using discourse analysis in Uzbekistan is not studied scientifically and methodologically, especially in literature education. Although the concept of discourse is practically applied to literature education in relation to speech, dialogue, monologue, text of the work and the conclusion drawn from it (i.e., all methodologists and literature teachers use text analysis of the work in literature education) and is a concept that needs to be studied in more depth (i.e., it is necessary to distinguish and use aspects of the analysis of the work similar to discourse analysis), there is no scientific and methodological literature in Uzbekistan on the use of discourse in relation to the science of literature using information technologies. This is a serious obstacle in solving this problem.

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The scientific significance of the research results is explained by the fact that electronic developments have been developed based on the discourse analysis methodology for literature lessons in grades 5-6; the theoretical basis of the methodological system for improving the effectiveness of literature education using information resources. The practical significance of the research results is explained by the clarification of methodological opportunities for improving the use of electronic educational resources in literature education; the development of software tools for symbolic (graphic (drawings) of processes, phenomena and tasks related to literature), virtual observation; the demonstration of ways to use discourse analysis in literature; the development of non-standard test tasks, videos, animated test tasks, presentations for students in grades 5-6.

2. METHODOLOGY.

The research methodology is based on the evidence of theoretical concepts related to socio-humanitarian knowledge, which are the main principles of teaching literature as a subject at school; dialogicity, which determines the content and essence of socio-humanitarian phenomena in a dialogical process; integrativeness, which means covering scientific, religious, artistic, life and other concepts; situationalism, which means that a single knowledge and concept related to social and humanitarian sciences is considered correct, positive in a specific context according to the situation put forward by the participant or researcher, and in another case may be incomprehensible or have a different essence.

The purpose of the research is to improve the methodology for using electronic educational resources and discourse analysis in teaching literature. The electronic developments and methodological recommendations presented as a result of the project will serve to easily apply the results of the research to be created in the educational process.

The scientific novelty of the research is that by using electronic developments based on the discourse analysis methodology in literature lessons for grades 5-6, the teacher develops and implements the guiding aspects of education, evaluates the results. As a result, the information-explanatory methodology gives way to innovative-active principles, which, at the same time, develop the student's creative activity skills, improve the skills of presenting the information received, and cultivate independent writing skills; the current didactic system for using electronic educational resources in literature for students in grades 5-6 of general secondary schools is being improved; presentations, video and audio tools, and programmed test tasks for controlling students' knowledge in literature for grades 5-6 are being developed in accordance with the State Educational Standard; recommendations are being developed for the use of electronic educational resources in literature for grades 5-6 based on the discourse-analysis methodology.

The content of discourse analysis in the educational process in foreign countries, its application in the educational process, was studied by scientists such as Rezaei, Reza (18), Adriansyah abu Katili, Muzdalifah Mahmud (2), Medina, Carmen Liliana, Mia Perry, Bridget Kiger Lee, Amanda Deliman (13).

The possibilities of informatization of the educational system in the Republic of Uzbekistan, electronic and distance learning were studied in the works of scientists such as N.H. Begmatova (3), F. Yuldasheva (24). The possibilities of improving the methodology of teaching literature, the use of modern educational technologies in the field of literature and the use of electronic educational resources in the educational process were studied by Q. Yo'ldosh, M. Yo'ldosh (7), Q. Husanboyeva (22), S. Kambarova (8), Z. Mirzayeva, K. Jalilov (14).

However, the methodology of discourse analysis is an understudied and somewhat abstract term in the field of literary education.

Discourse analysis is not just a method of studying specific problems through text analysis, but an integral complex process that includes:

1) study the philosophical (ontological and epistemological) foundations of the role of language in the social structures of the world;

2) study theoretical models;

3) study the methodology for choosing an approach to studying the problem;

4) study special analysis methods, etc.

Discourse analysis – in a general sense – is a specific approach, the purpose of which is to critically study discourse. Critical study is considered to be particularly relevant in the study of social and humanities subjects, in particular, literary works, at school. Adriansyah abu Katili and Muzdalifah Mahmud, considering the application of discourse analysis to dramatic works, argue that "Discourse analysis is a branch of Linguistics… In drama study, discourse analysis may function to analyze the meaning of each character in a certain context"

[2].

According to N. Ruziyeva, discourse analysis in the study of a literary work serves to reveal the idea of the work by analyzing the speech of the characters participating in it, the dialogues that took place between the characters of the literary work (19.)

In the article "The use of the discourse method in the teaching of cultural studies and social and humanitarian disciplines" (17) by S.M. Pogodayev, S.V. Matyaj, O.V. Pervushina, N.V. Babarikina, the complex aspects of using the discourse analysis method as one of the analytical teaching methods are discussed, and strategic action algorithms for its use are not developed, in which the teacher needs to distinguish relevant topics and develop discourse situations. It is emphasized that its pedagogical impact is realized through modeled games, role-playing scenarios, interactive interaction, etc. According to scientists, the discourse analysis method is the most effective method in the current conditions. Therefore, agreeing with this opinion, we also considered it necessary to study the use of IT in literature lessons based on the discourse analysis methodology.

Discourse analysis is also related to the term concept, and since it is a concept, and behind it is a content that is perceived socially or subjectively, reflects the material-spiritual, psychological-intellectual aspects of human life, and reflects the common experience of a particular people with its historical roots, we consider it necessary to study such aspects of a work of art more widely. In the analysis of a literary work, attention should also be paid to the analysis of concepts. The concept is directly related to the conclusion drawn by the student. Therefore, during the research period, we tried to develop tasks of the "Conclusion" type and reflect them in the electronic manual.

Discourse means "reasoning, speech, conversation" and expresses the consistency, logic and validity of speech, in contrast to the emotional approach.

Consistency in literary speech means the presence of a sequence of thoughts, logical consistency in a literary text

Logicity in literary speech means the correct reflection of the intended meaning in artistic speech in the process of speech (in context), that is, logical speech.

Justification in literary speech means the ability to provide sufficient evidence and grounds in one's speech, adhering to the norms of the literary language.

Belyaeva T. V., Levdanskaya N. M., Nikitina L. N. Konovalova Yu. A. (4), Yu.A. Korshikova(9), A.V. Nikishova(16) scientifically analyzed the criteria and parameters of discourse analysis, a new approach to discourse analysis, and the relations between the concepts of discourse and media discourse.

Uzbek scientists such as J. Musayev (12), K. Yuldash, M. Yuldash (7) have published works on the scientific-theoretical and methodological aspects of social and humanitarian sciences on the example of such disciplines as literature, history, and technology.

The objective needs of the current information society require the active introduction of developing and person-oriented technologies into the educational processes of educational institutions, in particular, into the teaching of social and humanitarian sciences, including literature. Now the need for a free, creative and independent-thinking specialist is growing. A creative approach ensures creativity and independence of thinking. The quality of the educational process increases due to the growth of such innovative components.

Madrid and McLaren (10) describe the following types of activities in practical lessons as discourse analysis:
• filling in missing words;

• open dialogues;

• completing the text by selecting appropriate information from a source;

• creating a text by selecting the most appropriate option in a multiple-choice format;

• role-playing and simulation;

• finding errors and differences;

• filling in the blanks;

• memorizing and reading poems, songs, etc.;

• analyzing and interpreting speech elements (metalinguistic activity);

• using punctuation correctly;

• being able to develop jokes and anecdotes appropriate to the context;

• describing events and visually representing the sequence;

• creating a narrative text using visual images;

• transforming colloquial speech into narrative speech;

• arranging sentences to form texts describing processes.

In the book "Literature Teaching Methodology" by Uzbek methodologists K.Yuldash and M.Yuldash, the methods and techniques used in literature lessons are distinguished: the method of instructional presentation, the programming method, the heuristic method, the problem-based learning method, the model learning method, the analysis of literary texts, and interactive methods of teaching literature, and the importance of using them in their place is emphasized (7, 54-58).

New demands for improving teaching methods in Uzbek schools make it necessary to work with methodologies aimed at the creative, interactive, and research activities of students, and the independent work of students. It is necessary that changes in literature education are directly reflected in the student's educational activities, turning him from a passive listener into an active participant in educational and cognitive activities. At the same time, the teacher must transform from a transmitter of knowledge to a collaborator and educator in the educational process. Each student must participate in the lesson, derive satisfaction from his or her participation, grow and develop from lesson to lesson, and acquire the necessary skills. As a result, the information-explanatory methodology gives way to innovative-active principles, which, at the same time, develop the skills of creative activity, improve the skills of presenting the information received, and develop the skills of independent writing of research papers.

Discourse (from the Latin discursus - running forward, backward in different directions, meaning "reflection, speech, conversation") - d. It means being in tune with life, that is, confronting life's problems, delving deeply into various aspects of life through text, and working with context.

Speech, the process of linguistic activity; the style of speech is called discourse. "Style" in a broad sense also has the meaning of "personality". For this reason, in literature there are such terms as the writer's style, the ironic irony, the language of Abqull Qahhor, the language of the literary hero. One of the types of discourse analysis widely used in literature lessons is the study of the language of the writer or literary hero. Studying the stylistic features of a work is one of the important directions for enriching the student's speech. Although "speech" is somewhat close to the concept of "text", its difference from it is that it expresses the developmental features of communication. The speech of a literary hero is considered an indicator of his uniqueness, and his character traits are determined through speech. For example, Amin's short speech in A. Qahhor's story "The Thief" shows that he is extremely indifferent and indifferent to the pain of poor grandfather Qabil. His oppression of grandfather Qabil lies in this indifference and indifference. A speaker who is full of openly threatening words is called a violent person, and his language is called the language of violence.

The main material of the discourse analysis methodology is an intellectual quest based on scientific sources, which is given to the student in the form of a creative assignment. This involves the qualities of resourcefulness, the ability to quickly adapt to the situation, and ingenuity. The use of IT technologies, while improving the quality of the lesson, also facilitates the teacher's work.

Modern educational principles such as solving the problems set in a team, speed, initiative, and variable work can be effectively implemented using quests related to discourse education. This uses traditional methods of analyzing and summarizing sources.

In the literature, the concept of "quest" initially meant one of the methods of plot construction - the journey of heroes to a certain goal by overcoming difficulties. Today, teenagers all over the world understand the concept of "quest" in connection with a computer game, in which the hero controlled by the player moves along the plot and sequentially uses objects, solving complex logical problems using symbols. .

Quest is one of the specific types of game technologies (its translation from the English language also indicates this: quest - search, search, adventure - adventure, or "search for adventures" or "game-adventure"). "Quest" is one of the organizational forms of research activity in pedagogical science, in which students search for information at a specified location to complete the task. In the quest, participants are offered a series of actions, by completing which the participant acquires certain new knowledge. The opportunity to use the quest is achieved through the widespread use of information technologies that allow searching for various texts and documents in the educational process.

An intellectual quest based on a literary work is also the main material of the discourse analysis methodology. It

is given to the student in the form of a creative task. For example, a test is created for students, the answers to which consist of quotes from a literary work. This can also be a task in the form of an intellectual labyrinth. In this case, it is possible to come to some ideological conclusion by expressing one's attitude to quotes from a literary work. Such an approach forms a multifaceted relationship in the student towards a literary work, which satisfies the need for critical thinking and independent thinking. In this, he relies on existing skills in working with the text. This methodology saves him from such hard work as writing an abstract and summarizing. Of course, there are also some complex aspects of implementing this methodology. Developing a task based on an individual approach for each group or student can pose certain difficulties for the teacher. If the number of students is large, this process becomes even more difficult. At the same time, the provision of resources by the teacher can significantly increase the educational impact on the student. This is because the student, instead of stealing ready-made conclusions uploaded by someone via the Internet, thinks independently, seeks answers to questions from the work, works hard, and sharpens his thinking.

Literary speech constitutes the semiotic layer of the text, its ideological, conceptual, philosophical, and aesthetic meanings conveyed through words and phrases. The issue of literary speech as a model of speech, separated from related disciplines, is relevant for literary studies. One of the current issues of modern science is the problem of text and speech, the relationship between text and speech.

Based on the results of the study, electronic applications that can be used in literature lessons in grades 5-6 were developed and introduced into the educational process (see Figure 1)

In this case, all types of verbal communication (written, oral, reading, listening, etc.) are used.

Paralinguistic (nonverbal) means (gestures, facial expressions, body movements) are also used very actively by most teachers in the analysis of the work, and moderately actively by students.

IT development, since it allows the use of various aspects of verbal and nonverbal means, has a strong impact on student thinking and increases the scope of discourse analysis.

This concept is also used worldwide within the disciplines of linguistics, literary studies, semiotics, sociology, philosophy, ethnology and anthropology.

In the electronic educational resource prepared as part of the study, topics presented in programs and textbooks were selected in accordance with the DTS, and special attention was paid to discourse analysis. For example, when studying the wisdom of Alisher Navoi in grade 6, students' attention is focused on drawing conclusions from the text:

In his wisdom, Alisher Navoi speaks about the benefits of acquiring knowledge, about how humanity is the adornment of a person, and that a true person should always be at the service of the people:

If you bring benefit to the people

Know that you bring more benefit to yourself.

Conclusion: If you really want to bring benefit, be at the service of the people.

He who considers knowledge a means of wealth,

He condemns himself and the people to ignorance.

That is, he who uses science as a means of enrichment deceives himself and his people. He will go astray. Conclusion: The purpose of acquiring knowledge is to serve people.

If you are a person, then do not call a person a person

Who does not care about the fate of his people.

The meaning of this royal beyt (a verse consisting of two hemistichs) is as follows: A true person is one who serves the people everywhere and in everything.

In his wise words, Alisher Navoi teaches young people the need to be orderly in everything.

He who speaks less rarely makes mistakes,

He who eats less rarely stumbles.

Conclusion: decency in everything is the truest adornment of a person.

Thus, discourse analysis guides the reader to conclusions from the idea of the work, directs the student to certain conclusions on the work being studied (i.e. Navoi's "Proverbs"), and directs self-education.

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Another example: In Ray Bradbury's story "A Day in Summer," the children only realize that they have done a bad thing after they feel the warmth and love of the sun, and they listen to William. But this mistake cannot be corrected now. Because the sun only rises once every 7 years, that's okay. Maybe by then Margo and her family will return to planet Earth, or, given her extremely poor health, the children may not survive the pit they were trapped in!

What led William and the children to commit a crime?

According to Ray Bradbury, if children are unhappy, they become evil. Children need to dream and read in order to grow up to be good people. Or, according to one reader, was this crime motivated by selfishness and stinginess? The reader justifies his opinion as follows: The children have not seen the sun. Margo, on the other hand, has seen the sun, can remember it and describe it beautifully, and can even write a poem about it. The children do not like this, it makes them angry. They isolate her and leave her alone. "Now Margo has no right to see the sun," the children think. Because of their stinginess and indifference, they deprive Margo of seeing the sun. Stinginess leads children to crime.

Dear readers, here you have got acquainted with the story "One Day of Summer" by Ray Bradbury. You learned that artists drew pictures about it, and the heroine of the story, Margo, wrote poems dedicated to the sun

And what is your conclusion? How do you imagine the continuation of the story? Try to write a continuation.

Such tasks allow students to delve into the essence of the text, develop their own approach, and think independently.

Results. The experimental materials covered the following in content:

1) based on the recommendations given, teachers learned what to pay attention to when using the discourse analysis methodology in a literature lesson;

2) when preparing videos, electronic assignments, presentations and tests, attention was paid to students connecting the content of the work with their personal lives and drawing conclusions from the work (directing the student to draw a single independent conclusion for himself from two or more conclusions (author's conclusion, reader's conclusion);

3) ways to use the quest as the main instrument of discourse analysis were developed and applied (using a specific subject detail that plays an important role in the content of the work);

4) directing students to reading and diligently working on themselves.

The pilot study was conducted in 3 secondary schools in the Republic of Uzbekistan (Tashkent city, Fergana and Khorezm regions). The total number of respondents involved in the pilot study was 349. A total of 349 students participated in the pilot study. Of these, 178 students participated in the experimental group, and 171 students participated in the control group. During the pilot study, the results of practical work on the introduction of IT technologies based on the discourse analysis methodology in literature lessons for grades 5-6 were analyzed and studied. The results obtained at the third stage of the pilot study (oral questioning, respondents' responses to questionnaires) were analyzed. The results of each lesson observed during the pilot study were fully analyzed. The general results of the quantitative analysis for secondary schools are presented (see Table 1). Based on the discourse analysis methodology, we determined the level of development of students' skills in using electronic devices based on the following criteria: (Table 1).

Table 1: The level of effectiveness of experimental work aimed at developing students' skills in using IT based on the discourse analysis methodology

№	Criteria	Efficiency levels (in numbers)					
		Control group (171)			Experiment group (178)		
		high	average	low	high	average	low
	Students' knowledge and understanding of IT	40	58	73	75	66	37
	They can draw independent conclusions from a work of art studied through	43	59	69	76	68	34

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discourse analysis.						
Being able to describe the characters of a work of fiction from their speech	42	57	72	76	64	38
They can react to a writer's style from his speech.	39	61	71	72	68	38
Students can also prepare IT artistic and creative materials themselves	41	60	70	79	66	33
Knowledge and adherence to the physiological and hygienic requirements of using IT	42	58	71	77	66	35
Total:	247	353	426	455	398	215
Average:	41	59	71	76	66	36

Based on the results of the conducted experimental tests to determine the level of effectiveness of the formation of IT skills in students based on the discourse analysis methodology, the average mastery in the experimental and control groups was analyzed using the Student's mathematical and statistical method.

The diagram corresponding to these selections looks like this:
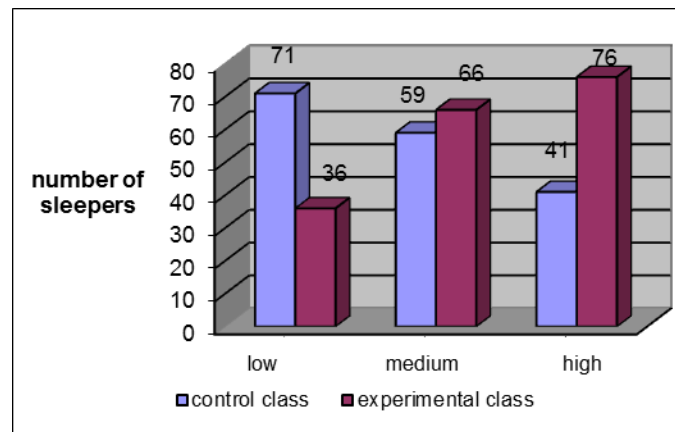
1- rasm.

The results obtained were subjected to mathematical statistical analysis, and the mean square deviation, sample variance, variation indices, Student's sample criterion, degrees of freedom, and reliable deviations based on the Student's criterion were determined from the results obtained at the end of the experiment.

$\overline{X}$	$\overline{Y}$	S_x^2	S_y^2	C_x	C_y	$T_{x,y}$	k	Δ_x	Δ_y
2,23	1,83	0,5771	0,6211	3	3	4,88	348,48	0,11	0,12

Based on the above results, we calculate the quality indicators of experimental work.

It is known that, $\overline{X} = 2,23$; $\overline{Y} = 1,83$; $\Delta_x = 0,11$; $\Delta_y = 0,12$ equal.

Quality indicators from this:

$$K_{aee} = \frac{(\overline{X} - \Delta_x)}{(\overline{Y} + \Delta_y)} = \frac{2,23 - 0,11}{1,83 + 0,12} = \frac{2,12}{1,95} = 1,09$$

> 1; (K_{aee} — absorption efficiency evaluation coefficient)

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$$K_{kla} = (\overline{X} - \Delta_x) - (\overline{Y} - \Delta_y) = (2{,}23 - 0{,}11) - (1{,}83 - 0{,}12) =$$
$$= 2{,}12 - 1{,}71 = 0{,}41_{>0}; \quad (K_{kla} - \text{knowledge level assessment coefficient})$$

3. DISCUSSION

From the general results of the pedagogical experiment conducted with students of 3 general secondary schools (Tashkent city, Fergana and Khorezm regions), it can be seen that the criterion for assessing the effectiveness of teaching is greater than one and the criterion for assessing the level of knowledge is greater than zero. It is clear from this that the mastery in the experimental class is higher than the mastery in the control class.

Thus, the statistical analysis showed that the experimental work conducted to determine the effectiveness of forming students' skills in using IT based on the discourse analysis methodology was effective.

Conclusions The issue of increasing the effectiveness of educational activities using IT based on the discourse analysis methodology in literature lessons in schools in Uzbekistan is an unexplored area. Discourse analysis draws the teacher's attention to the text of a literary work, the epithets used in it, the author's language, artistic style, and the language of the literary hero. It guides the student to draw independent conclusions from the work based on arguments. The teacher is interested in the student expressing his opinion in writing and orally. This allows the student to become a real subject of the educational process, a free-thinking person. Of course, there are a number of problems associated with the use of IT based on the discourse analysis methodology. These are:

1) Improving the material and technical support of schools;

2) Providing teachers with an understanding, knowledge, and methodological skills and qualifications about the methodology of discourse analysis during advanced training courses;

3) Developing scientific and methodological literature and electronic developments; developing the theory and methodology of teaching literature from a scientific, theoretical and practical-methodological perspective;

4) sorting out general and specific methodologies used in teaching literature and explaining them in an understandable and interesting way for teachers of this subject, thereby ensuring the introduction of new methodologies into educational practice;

5) studying and creatively applying methodologies that encourage students to conduct independent research and acquire new knowledge in educational practice;

6) Is it possible to introduce such methodologies as discourse analysis, creative workshops, lecture-conversation, and research laboratories, which are widely used in foreign experience, into the socio-humanitarian education of Uzbekistan? Including developing effective ways and methods for implementing literature in teaching practice.

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