



# THE CONTENT OF THE DEVELOPMENT OF LITERARY COMPETENCES OF STUDENTS ON THE BASIS OF EXAMPLES OF WORLD LITERATURE

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## ABSTRACT

*Nowadays, interest in studying examples of world literature is growing. It is important to develop and improve literary competence in students by expressing their thoughts and opinions in the process of working on an literary work. This article discusses the conditions for improving students' social activities and developing their literary competence based on examples of world literature.*

**KEY WORDS:** *world literature, competence, analysis, development, improvement, value, painting, emotional culture, literary feeling.*

## INTRODUCTION

At the core of any educational system lies, along with the fate of the future generation, the expansion of their cognitive potential and its further improvement. In order to realize these aspects, the personal qualities and qualities of the younger generation are at the forefront. With the qualities of the growing young generation, the level of professional erudition directly depends on the type, size and quality of education given to them on this day. Today, the development of competencies in all learners and its improvement are carried out in all aspects of the educational sphere. Of course there will be hardships and difficulties in achieving a high level. Only a person who can overcome these difficulties can achieve high results. Therefore, the theory of the development of competencies is tirelessly progressive, and methods have been sought that respond to all students in one way or another. As a result of these studies, technologically advanced methods of the educational process have arisen.

## LITERATURE REVIEW

Examples of world literature and their educational significance, analysis of works of art, various aspects of improving the peculiarities of the heroes of the work have been studied by a number of researchers. For example, educational manuals aimed at the study of masterpieces of world literature on the basis of each period, its notable aspects and the development of analysis of works of art shed light on theoretical data for students today to study works of art in masterpieces of World Literature in a broad and meaningful way [4].

According to Ibn Sina, only when students study together do they respect each other and provide mutual support in the study of Sciences. If the child is educated alone, then this will make him unhappy. Ibn Sina said, " the school is superior in that students always study the sciences there with a good mood and

passion, mastering the rules of etiquette, trying not to lag behind each other. Private conversations between them on various topics will help improve the advice of other people. Such communication makes them Friends", [2].

Scientific research has been carried out on the history of world literature and their study and on the development of the analysis of works through the use of modern methods of Education [8].

## RESEARCH METHODOLOGY

The most important breadwinner for the development of artistic competencies in students is the value-oriented stage. The value-oriented phase requires students to decide on an axiological awareness and attitude towards spiritual heritage. In the process of studying world literature, students are scientifically substantiated by the need to develop an interest in the culture of the peoples of the world, their artistic values, in particular, works of high artistic painting of unparalleled value in national and world art. In this case, the main focus is on:

1) the essence, main signs of artistic values, their close connection with certain historical, aesthetic concepts; 2) the value and functional significance of artistic values as national wealth and world masterpieces; 3) criteria for evaluating works of artistic painting (beauty, ascendancy, artistry); 4) the algorithm for perceiving, mastering, evaluating works of painting (rare examples of Fine Art) among high artistic values.

## ANALYSIS AND RESULTS

On the basis of world literature, correct information can be obtained about the essence of values as a scientific category, their difference from other concepts, their objective basis and subjective perception, forms of manifestation. As they give, the concept of " value " is defined as a philosophical and social concept, the essence of which, firstly, is interpreted as the positive and negative value of one object, and secondly, as the



normative determinant-evaluative aspect of social consciousness (subjective values or values of consciousness) [1].

Value is a concept that applies to show the Universal, socio-moral, cultural-spiritual significance of certain phenomena from reality, and everything that is relevant to man and humanity, such as freedom, peace, justice, social equality, enlightenment, truth, goodness, beauty, material and spiritual assets, tradition, tradition, tradition, etc., are values. In some area of research work, where a study of value has been carried out, there is a desire to give a definition of this concept in this respect.

The word "value", as noted in the literature, is a philosophical concept that serves to reveal the meaning of the activity of an individual. In our opinion, the above-mentioned thoughts were able to fully express the essence of the concept of "value". As a Zero value, not only spiritual, but also material factors are recognized. Hence, from the above points it is understood that value is one of the structural elements of human life, which expresses the value of material and spiritual factors in the process of social development by humans. Value-tevarak is a concept that indicates the positive or negative importance of the surrounding things, of a person for society, and is the criterion and methods of evaluating this concept, expressed in moral principles, ideas, directions and purposes. Values include universal values – certain norms of morality, progressive, progressive cultural heritage. Value is a set of all things and phenomena (objects and processes) that are valuable to a person, meaning dignity.

Values are valued not only for the past, but also for the present and future development, which positively affect the development of society, one of the important links of values is considered spiritual values. Spiritual values, in turn, are a complex of artistic, religious, aesthetic, philosophical, moral, educational, cultural values.

The artistic value of a work of Fine Art, given in examples of world literature, is described in a way that emotionally embodied, embodied the aesthetic ideals, ideas of society [1]. The content of artistic value is a clearly historical, aesthetic ideal, reflected and assimilated reality according to the law of beauty in the content of the idea.

Students in the process of studying world literature should be exposed to the essence of artistic values, studied by their individual signs, presented with their specific content. To do this, students must be introduced to the criteria of high artistic values. Of course, such as knowledge of the logic of the work, analytical study, emotional-aesthetic perception of its ideological content, valuable attitude to the work being perceived artistically, are of great importance.

The spiritual and moral value of painting, given in the samples of world literature, is determined by the presence of its ability to indicate all aspects of the spiritual, aesthetic life of society, the phenomena of nature and society and the criteria for

aesthetic norms, beauty and ugliness in the behavior of the individual. The work of painting, given on the basis of samples of world literature, refines the emotional culture of the individual, brings artistic sensations, gives a person special joy.

The problem of the formation of students' interest in artistic values in the process of studying world literature, firstly, presupposes the consideration of artistic values, their essence, signs, content and assessment criteria; secondly, classical painting as an example of high artistic values. In the process of studying the General History of culture in a higher educational institution, the artistic culture, art of all eras and different countries of the world, it is advisable for students to familiarize themselves with the samples of world literature with the samples of painting.

World literature gives in the basic principles of Renaissance aesthetics: the exaltation of the human personality in integrity; an idealized vision of man as an infinitely creative potential, free, conscious and emotional being; its connection with beauty, exaltation, Valor; beautiful artisticism, creativity, means that the principle of the human personality is brought together in different proportions, symmetries, manifestations.

The study of world artistic values, especially Renaissance medieval literature, painting, is an important condition for the interest of students in artistic values in the process of studying the history of these periods of Western Europe. In the study of the artistic values of Renaissance literature, it is intended to pay attention to: general characteristics of the flourishing of artistic values during this period; the emergence of artistic-illustrative work on literary-artistic and historical books; (XIV–XV centuries), as well as the painting of later times – prints and illustrative miniatures on the walls.

In the development of students' interest in artistic values in the process of studying world literature, it is important to focus on the following psychological and age-related characteristics: the desire of students to expand and enrich their general and artistic knowledge; the need for a wide range of knowledge, including artistic knowledge; his priority interest, especially interest in the world of art,

For this, first of all, a special emphasis is placed on the activation of their activities in the areas of perception-research, intellectual-creative, communicative and social propaganda. In particular, "the importance of artistic literature, processes of spiritual activity for society and social entities, problems that reflect different aspects of life and the value of views, ideas, teachings, demands and needs that represent their solutions for real processes are of great importance" [5].

In our opinion, in the process of studying the history of World Literature Renaissance, the development of students' interest in artistic values was interpreted in the following way: the first interpretation: this is emotional-positive, social-personal and professional-based, realized motivational interest; General and clear-subject interest in artistic values, its educational, needy perception, enrichment in intellectual-communicative activity; the second interpretation: this is; it is an interest of the future



teacher aimed at acquiring, enriching and improving knowledge about the artistic values of different countries and periods, which will be necessary in future pedagogical activity.

The presence of a high emotional predisposition, interest and active desire for the process of developing an active and stable interest in world artistic values in students; understanding and understanding of the goal; knowledge of the essence, criteria of this process, the role and significance in the future professional-personal activity of students; it was determined that such characteristics are characteristic in students

In the development of artistic competencies in students, as the main indicators of the analysis of rare works of samples of World Literature, their aesthetic artistry and content, we can especially note the following: 1) the presence and its aesthetic specificity illuminated in works of Art; 2) the validity of the reflection of life in works; 3) the artistic reality described in masterpieces; 4) ; 7) artistic image and the ideological-emotional attitude of the artist to it.

In the artistic and aesthetic analysis of the works of world literature samples, the subject, plot, genre, content, idea, discourse, composition, pictorial means, structure, appearance, location of objects, objects are envisaged. As a result of the analysis of samples of world literature, it is necessary to rely on psychological conditions that improve the full-fledged artistic-aesthetic perception of artistic values in the development of artistic competencies in students, that is, to be attentive to the age characteristics of students and to rely on situations that successfully shape their interest in artistic values and take into account.

On the basis of samples of world literature, we can see the criteria for arousing interest in students in the following order: 1) arousing interest in the sphere of world artistic values, perception; 2) stimulating and rewarding interest in artistic values; 3) using the algorithm of perception, analysis, assessment in world learning; 4) creating emotionally-psychologically favorable conditions for students; 5) obtaining emotional, motivational, intellectual

In the perception and selection of artistic values of world literature, it is important to take into account both the historical-cultural, artistic, artistic-analytical knowledge and personal-creative abilities, artistic interests and needs of students [5].

The psychological conditions that improve the intellectual-creative, independent knowledge and social activities of students are associated with their interest in artistic values. The conditions for improving the intellectual and creative activity of students are as follows: 1) understanding, understanding the goals and objectives of the creative task and abstract; 2) Maximum perceptual Activity; 3) bold creative approach; 4) choosing topics of lectures, assignments according to the student's interest and ability, motivational, fully aware of their ability to implement; 5) remind students that requirements of a theoretical-practical nature can be socialized to varying degrees; 6) approve and encourage a unique creative, bold

approach to solving the problem, an intellectual-creative "product"; 7) emotional-positive orientation, maximum activation and planning of thinking; 8) a creative approach full of the process of creating and editing an intellectual-creative "product", perfecting it.

It is necessary to reveal in the process of independent activity the essence of motivation and motivation, which gives rise to the essence of independent knowledge acquisition in the artistic sphere, its main feature, emotional-psychological orientation and positive attitude, to study educational and additional literature as the main means and source of independent knowledge, the main form of increasing artistic culture in independent

The conditions for improving the communicative activities of students and the development of artistic competencies were also interpreted. Understanding the content and goals of students' interaction with each other as well as with the teaching team, students can show individuality, intelligence, creative imagination, logical thinking in socio-communicative activities (communication, speaking, discussion, etc.), achieve social commonality, remember the need to use various functions of communication in the communicative process, student interlocutor, in the process of communication with the audience, please); the choice of the most suitable type of communicative activity for communication (interpersonal, group, collective, public), as well as its means (direct communication, medium - radio, written); the use of linguistic and nonlinear means of communication, visual materials is important.

## CONCLUSION

The development of improving and artistic competencies of students' social activities on the basis of the analyzes we have given above can be cited among the conditions: participation in activities of personal and social significance; identification of specific-subject activities in the social environment; concentration of Will, preparation for provoking certain emotions; attention to not only the subject, but also subjective factors; the content of this activity is formed from the assumption that it will depend on exhibition, emotionality, goals and motives, socio-personal content.

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