



THE PLOT OF THE ARTWORK

Mirzayev Murodil

Associate Professor
Tashkent University of Information
Technologies

Karimov Obit

Associate Professor
Namangan State University

ANNOTATION

Artistic work is a product of invention. This article discusses the knowledge, skills, and competencies that students acquire in reading and literature classes as a result of the work being done on text analysis in general secondary schools. In particular, the pedagogical possibilities of interpretive reading, commentary reading, literary reading, art reading, expressive reading methods are discussed.

KEYWORDS: *literary text, literary-aesthetic analysis, commentary reading, commentary reading, literary reading, artistic reading, expressive reading, laws of artistic creation, literary criticism, didactics, competence, comparison.*

DISCUSSION

Fiction with a reader-bookstore the art work, which is considered a means of connecting communication, and the issue of its research, is one of the topical, leading issues in the continuous study of literary science. Any artistic work, no matter what genre it belongs to, no matter what size it is, whether it is written in poetry or prose, nevertheless, it cannot always be a real phenomenon of art, when there is no direct creative-spiritual communication between the writer-creator and the reader. One of the most characteristic features of the artistic work, in general, of the artistic literature, is that in it a person can attract the attention of the reader only if the spiritual world is reflected by all its complexities, contradictions, all its magic.

The role of psychological and spiritual image in the artistic literature is unequivocal it's an adult. In the written literature, under the concept of psychological and spiritual image, the art of describing the spiritual world, inner world, dreams, experiences, moods and aspirations of literary heroes on the basis of high artistry lies. And its essence is determined by the opening of qualities inherent in the character of the hero, in what and in what condition the spiritual world is. In the written literature, the psychological image is deep and multifaceted, that is, in it, not only the psycho-psychological image, but also the mental analysis reaches the level of domination. In the literary-artistic works, where the mental analysis is strong, every detail, behavior, episode, every event is subject to the opening of the inner-spiritual world of this or that hero.

With any literary and artistic work, the reader gets acquainted with his the first and main task

before him is the question of understanding the work of art it is transversal. To understand the work, however, the reader during its reading it will be necessary to act on the basis of certain rules, legalities. These laws belong to the work and are associated with it, understand there are a number of factors that facilitate the issue. One of these factors is the ability to penetrate into the psyche of the work of art, its spiritual world, the characters of the heroes, their inner experiences, their imagination, spirituality understanding the world, means. Every character, behavior in an artistic work-spirituality of the work through actions, details, narration of events, episodes it is understood. This is a relative concept. Because, the spirit of the artistic work is only the judgment that the back of the above tools can be understood is incorrect.

However, these things play an instrumental role in the fuller understanding of the work, he is free.

In order for the artistic work to be shown on the scan, the hero and his the issue of Psyche is one of the issues in the first place.

The novel is taken separately form the personality, his character, an epic work that affects the processes of progress and self-awareness.

Teaching students to work on the text of an artistic work presupposes the provision of education through the formation of skills of literary and aesthetic analysis in them. Analysis of the work of art is to re-conquer the creative path of the writer in the process of creating that work, to associate it with the thoughts, feelings and conclusions of the author, at the same time to inspire him from his achievements, to express a critical attitude to his shortcomings.



Analysis is an activity aimed at achieving spiritual perfection not only by understanding, but also by mastering the work. Some scientists call it, for example, A.Zunnunov recognized as the basis of mastering the artistic work (1,133), some scientists, in particular, M.Mirkasimova puts forward the idea that this is a method of studying the artistic features of the literary text (3, 15). If the reader gets acquainted with the content of the work during the reading, he will refer to his poetics during the analysis. By enriching the reading emotion and pounding the mind, the analysis helps to deeply study the meaning in the text system. Not only does the reader learn a concrete work by means of analysis, but also gets acquainted with the laws of various sciences, such as literary studies, logic, linguistics, didactics, art, philosophy, related to artistic creativity.

In achieving this, it is implied that the teacher will solve the following issues:

1. To determine the purpose and content of the analysis.
2. Organization of work (distribution of work analysis by lessons, development of a system of assignments).
3. To determine on what methods the work will be studied, the scope of qualifications and competences that the students will acquire. Literary-aesthetic analysis acquires a specificity according to the genre characteristics of each work, the age, knowledge of the pupils and the skills they occupy. For example, in the lower classes find predicate, if the similarity between events is assimilated by comparison, the meaning of proverbs is understandable only if it is interpreted by means of life examples. Because if small children are in love with the flow of events, adventures, then adults are interested in the spiritual world of heroes, their inner world. Training by analyzing the events of the work will continue in 5-6 classes.

Because at this age, schoolchildren understand white as white, black as black, good as good, bad in a bad way, but the complex inner world of a person remains abstract for them. The fact that the lion is hacked, the cunning of the fox, the cowardice of the rabbit, the loyalty of the dog is well known from their experience. Such adjectives, characteristic of animals, were brightly reflected in the actions, speeches of fairy-tale and fairy-tale heroes. But they are not described in their own way, but they help to understand the contradictions that occur between other heroes. The formation of the skills of literary analysis in students is conditioned by the use of various forms and techniques of work on the artistic text. For example, the first analytical skills are formed on the basis of question-and-answer on the content of the text in the reading and native language lessons of the primary school, as well as on the basis of a complete, concise, creative and personality-altering narrative. As a result, students acquire the

skills to identify the leading meaning in the text floor, to feel the intricacies of the work. In the middle and upper classes, types are widely used, such as essay, abstract, statement, peer review, lecture text preparation. Works of art are read independently at home, under the supervision of a teacher in the classroom, according to the characteristics of the genre and the requirements of the program. In the class, it is voiced, without a sound, it is written inside, read in interpreted, expressive, literary-artistic ways of reading. Below we will dwell on some of them: read the review. Reading reviews is a historical-memoir, in some cases it is necessary to master the content of works on a modern topic. Reading a review does not mean working on a dictionary, but rather covers such complex issues as the interpretation of the content of figurative expressions, proverbs and matals in the work, information about historical-mythical, imaginary-fiction logos, interpretation.

For example: In the oath of "Uzbekistan" (5th grade) by Abdulla Oripov "Ikki yarim asr dunyoni zir qaqshatdi oqsoq Jahongir", "osmon ilmi tug'ilgan ilk bor Ko'ragoniy jadvallarida" if the couplets are not interpreted, historical figures such as Beruni, Genghis Khan, Jalaliddin Manguberdi, Sobir Rahimov, Habib Abdullaev mentioned in this poem, or if they are not given information about the terms Afrosiab, or the letter of Arkhun, Sarbador, Zardusht, Buddha, cited in Erkin Vahidov's "Uzbeqim" (6th class) revenge, the readers do not understand the content of those works. Reading literature. The artistic and aesthetic essence of the literary work is mastered by studying, interpreting the complex order of the heroes, scenes, images of nature, dialogues and other various components in it. "Reading the work of art in accordance with the rules of grammatical and poetic law is called literary reading. The main task of reading literature is to reveal the poetic and artistic characteristics of a work" (2, 52). This shows that literature reading acquires a methodical character. In the process of working on the artistic text, the task of the teacher is to analyze the poetic content of the work, to explain the subject and the subject of the image, to determine the author's attitude to the life story received in the pen. Expressive reading plays an important role in the implementation of this task. Accordingly, this type of reading can be called a way of conveying the meaning of the work to the reader through live speech, in which feelings and thoughts are harmonized.

Expressive reading of the work of art requires taking into account its specific internal genre characteristics and author's style. With the story "Bemor" of A.Kahhor and the poem "Yur tog'larga chiqaylik" by Usman Nasir, with the satirical work of the Muqimiy "Tanobchilar", the story of Utkir Hashimov "Urushning sunggi qurboni" or with the philosophical gazals of Alisher Navoi in terms of the



reading of the proverbs of Hamid Olimjan and Gafur Gulom's uplifting character are distinguished. Dramatic works are created on stage and are felt only by the heart as expressive works of poetry are read, as only actors perform their aesthetic, educational task in full, by the nature of prose works require individual reading. It means that in the research and analysis of artistic works, too, different methods are used. But as one of such methods is not strictly limited to poetry, the other to prose, the third to dramaturgy, it is impossible to study the works of society only in the same form and content, on the basis of a single speech look. Analysis of poetic works will not be perfect without expressive reading. Consequently expressive reading is also an analysis tool. It is often preferred over detailed interpretation and is the primary practical method of introducing readers with the text of an artistic work. It is not surprising that Elbek and Maksud Sheikhzoda, who made a great contribution to the science of Uzbek literature, used the phrases "heart poem" and "rhubarb poem" in the sense of lyrical poetry. A large part of the works, which are ranked among the literature programs of secondary schools and academic lyceums and professional colleges, are examples of poetry because of its position in the history of literature, its historical development. Unfortunately, in the programs, little attention is paid to the work on the text of the poem, in particular poetics. At the end of the poetic texts, most of the questions and tasks that are attached to them, it is asked to memorize the poem, to compare it, to adjective it, to find and mark the animations, that is, to say. For Example, A. Oripov's "Iqbol buyuksan", "Qish tuzgitar momiq par" of the Qudrat Hikmat, T. Adashboyev's "Qish", composed on the surface of many poems, can be cited as an example of this. "It's not a secret that the analysis of a poetic work is difficult because of its association with the poet's internal senses in relation to prose or dramatic works" (4. 66).

In conclusion, the types of reading of an artistic work with each word, phrase and sentence in it means not only correct, fluent reading, but also penetrating into the general spirit of the text and comprehending reading, in addition to the genre characteristics of the work, it is also necessary to take into account its own internal structure and psyche. To achieve this, it is necessary to teach the students to work seriously on the text.

REFERENCES

1. Zunnunav A. *Methods of teaching literature*. - T.: Teacher, 1992.
2. Inamkhujayev S., Zunnunav A. *Basics of expressive reading*. - T.: Teacher, 1978.
3. Mirqasimova M. *Methods of formation and improvement of skills of literature analysis in students*. - T.: Science, 1995.
4. Farxodjonova N. F. *MODERNIZATION AND GLOBALIZATION AS HISTORICAL STAGES OF HUMAN INTEGRATION // Теория и практика современной науки*. – 2018. – №. 3. – С. 16-19.
5. Numonjonov S. D. *Innovative methods of professional training // ISJ Theoretical & Applied Science, 01 (81)*. – 2020. – С. 747-750.