



## THE CONTENT OF THE PROCESS OF FORMING INTEREST IN ARTISTIC SAMPLES IN STUDENTS

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### ABSTRACT

It will be possible to develop effective options for the content of the process of formation of interest in samples in the development of reading culture among students and development of reading culture among students.

### KEYWORDS

Interest, Scientific and technical models, Game models, Simulation models, Modern information technology, Assessment technology.

### INTRODUCTION

Reading is important in a student's life. With the help of reading, interest in fiction is created. Art works of students remain imprinted in the mind of a person for a long time and ensure his spiritual and intellectual development. Examples of fiction help students to form norms of behavior. Examples of fiction serve as an important pedagogical tool in the formation of a highly moral and spiritual person. Examples of fiction help students to form a high ideal and understand the world around them. At the beginning of the lessons, students get acquainted with examples of fiction.

These examples enrich their spiritual world and guide them towards acquiring values.

### THE MAIN RESULTS AND FINDINGS

Examples of fiction allow a person to know the world, self-awareness, and master the spiritual wealth of humanity. It helps to form common sense, worldview and spiritual belief in students. Every writer strives to create works of art aimed at developing the reader's spiritual and cultural outlook. In these works, a person can see himself and the people around him.



Information technology quickly satisfies students' need for information, expands their knowledge. The widespread use of information technologies somewhat prevents students from mastering examples of fiction by reading. That is why there is so much talk about reading today.

The great importance of fiction literature in ensuring the spiritual, intellectual, and aesthetic development of students is a phenomenon that does not require any proof. Samples of literary literature develop students' literacy, general cultural level, emotions, creative abilities, spiritual and moral outlook. Therefore, examples of fiction serve as an important didactic tool for socializing students. In addition, examples of fiction help students to know the world.

Printed works in the form of books are of inestimable importance in influencing the human mind. Printed works are hard to master and remain imprinted in the mind of a person for life. Information provided in the form of text is the main tool for students' independent learning and educational process. The model of individual cultural development is formed in students with the help of literary examples.

It is known that audio-visual information is as easily absorbed as possible and has certain conveniences. However, they are not complete, but have the form of a fragment, and do not acquire consistency and structure. In addition, there is another important reason for the decline of interest in artistic works among students. Today, students spend most of their time on social media. Their communication is often monotonous and consists of only one word or sentence. That is why they do not fully understand the content expressed in the texts of artistic works.

The teachers also repeatedly emphasize a very sad situation. Most students do not have the ability to

correctly analyze and summarize the ideas of the works they read.

Due to the lack of development of students' interest in the samples of fiction, they do not have the ability to concentrate their thoughts, understand and observe the main idea in the work. They do not acquire the ability to do intellectual work. Reading is primarily mental work and makes students active and independent thinkers.

Examples of fiction literature play an important role in the development of students not only in all-round development, but also as individuals searching for their own independent way of life. The role of the teacher in arousing students' interest in the examples of fiction is incomparable. The teacher plays a special role in forming students' awareness and knowledge of the world. Studying classes in this field have a wide range of possibilities.

Samples of fiction embody certain cultural components. On this basis, it creates conditions for students to communicate with cultural resources. Systematic mastering of universal and national-spiritual wealth is carried out in classes. Students are often not able to explain their thoughts well enough. Some students believe that spiritual and moral concepts are already familiar to them and that it is not important to master them. They seem to have already understood all the concepts. Their comments seem to repeat each other. Students do not pay enough attention to acquiring the experience of approaching the characters of a work of art from the point of view of national culture, mentality, for them all the characters in the works seem to be similar or repeat each other.

The re-systematization of educational materials in textbooks, their selection from the point of view of



cultural studies is of particular importance, attention is paid to the fact that all excerpts from works of art contribute to the cultural-intellectual development of students.

The presentation of the approach based on cultural studies in the content of the textbooks has a two-fold character: to direct the interests of students to the acquisition of new knowledge, and at the same time to support the expression of a different point of view on the environment. That is why works of art occupy a special place in the life, mind, and heart of students. Students systematically familiarize themselves with examples of works of art that tell the story of not only the Uzbek people, but also the lives of other peoples. The dialogue that serves to form a cultural worldview occupies an important place in the examples of artistic works presented to students. That's why the main form of activity in the lessons is the teacher's presentation of his thoughts about a particular work of art. In this case, the main form of work consists of the teacher and students working on the text of the artistic work, their interaction, and this method of work is aimed at understanding the text of the bad work.

This activity begins with each student giving an independent opinion about the work. In this process, students form their own questions, think about what is interesting or unusual in the book. Different views and opinions that arise among students encourage them to debate. Thoughts thrown into the middle appear as a form of searching for answers to the questions that have arisen. As a result, students will be able to deepen the activity focused on text analysis in cooperation with the teacher.

In the process of analyzing the problem, new questions arise. Working together on a book creates endless new possibilities for students. The teacher organizes a dialogue between students in reading lessons. In this

process, students understand the work of art, understand the essence of points of view, identify the questions, thoughts, existing images, and problems. The teacher introduces the issues to be discussed in the lesson. In this place, the teacher becomes one of the participants in the dialogue process. It provides readers with information about the genre of the work, the reality expressed in the historical culture of the people, and its expression of a certain point of view within the text. The teacher also participates in the process of working on the book. In the process of dialogue with students, he describes the works of art he has read and his opinions about them.

It is intended to help students find solutions that are completely unfamiliar to them in the process of entering into a dialogue with the characters of the work. As a result of this approach, each student who is a participant in the dialogue will be able to discover new aspects of the work of fiction for himself, and his interest in the examples of fiction will increase. As a result of such an organized work process, students learn to listen to each other, think over the teacher's thoughts, deepen their thoughts during the dialogue process. This approach increases the importance of the work of each student in the student body. Students learn to cooperate and understand the importance of cooperation. At the same time, they feel the important aspects of their interlocutors for understanding the work of art. They realize that their interlocutors' points of view, thoughts, views, help them to understand the work of art. This is extremely necessary in the formation of students' interest in examples of fiction. In the process of such a dialogue, students not only exchange opinions about the artistic works they read, but also present their existing experiences and knowledge to each other. In this way, there is an opportunity to form a high-level reader.



In the lessons, students are provided with moral, ideological, aesthetic and moral-aesthetic knowledge with the help of works of art.

To date, students are not sufficiently enjoying the achievements made in the field of literature. They are not sufficiently interested in reading works of art consciously. First of all, it is necessary to form the experience of reading and understanding works of art in students. It is only as a result of students' ability to analyze works of art that they can develop interest in them. Only when they fully understand the works of art do they feel its content, time and space aspects.

In order to arouse students' interest in examples of works of art, first of all, it is necessary to draw their attention to the subject of the lesson and the teacher's thoughts about a particular work. Only then will students have an idea about a specific work and become interested in examples of fiction. The teacher should try to form students' opinions about a certain work, to clearly distinguish the aspects that enrich his worldview. In order to create interest in the examples of fiction in students, starting from the early stages of the student process, they should not be completely occupied with downloads.

As soon as the students are seated, the teacher should start talking about the work of art being studied. In this way, the teacher brings the students to a didactic situation that is interesting for them and addresses them with questions and assignments. It is an unexpected situation for students and it increases their interest. These questions and tasks can be as follows:

- corresponding to the student's age characteristics;
- unexpected within the content;
- interesting in essence;

- personal experience of students, based on historical-artistic, general cultural knowledge;
- attracting students' attention to the subject of the lesson;
- help to develop students' artistic taste.

There is no room for reproductive questions here. One of the important tasks of the teacher is to address students with questions that encourage them to think and express their opinion. Educators are focusing on finding ways to get students thinking about and interested in artwork. We will consider below the questions that draw the attention of students to a particular work at the initial stage of the lesson. Getting students interested in art requires a unique pedagogical approach. Students think about the world view, specific actions, thoughts of the hero of a particular work and feel as if they lived together with him for a certain period of time. In another case, students have a desire to enter into a dialogue with the heroes of the work.

The teacher draws students' attention to the development of the events of the work in order to form an interest in the examples of fiction.

### CONCLUSION

In reading lessons, the teacher organizes game situations to work with students. Such play situations are also beneficial for students because they help them to understand the work of art more quickly. Games are the most effective means of stimulating students' interest in literary works. Reading lessons have opportunities to use games at the beginning and end of the lesson.

With the help of games, students develop the ability to understand the work of art and understand the emotions of the characters. Such games can be





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