

**METHODOLOGICAL AND DIDACTIC POTENTIAL OF FORMS OF INDEPENDENT
WORK IN THE PROCESS OF ANALYZING V. ASTAFYEV'S SHORT STORY
"LYUDOCHKA"**

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Abstract: The article examines the forms of organizing independent work in writing a critical essay for a foreign-language audience based on V. Astafyev's short story "Lyudochka."

Keywords: contemporary literary process, effectiveness, presentation method, essay, research activity.

The main functional task of the teacher is coordinating: it consists in helping students independently obtain new knowledge. The teacher provides all the necessary resources: problem situations based on research, educational activities during which students formulate and verify their ideas, draw conclusions, generalize and share their knowledge with each other in the process of joint work. Thus, the teacher is not only a source of knowledge; his task is broader — to teach students to think independently in the process of autonomous work, "to direct them toward the development of skills for research activity, the ability to analyze and select gathered information in accordance with the assigned task, the formation of practical academic and professional skills, the formation of independent thinking, the ability for self-development, etc." [1, p. 36]. All of this will undoubtedly contribute to improving the professional competence of students in higher educational institutions.

There is a vast variety of forms of independent student work: debates, tests, essays, note-taking, presentations, oral questioning on topics preselected by the teacher, essays, the creation of test assignments on studied topics, and so on. Undoubtedly, the type (classroom – extracurricular) and form of independent work will depend on the specifics of the particular subject. Thus, when studying the course "Contemporary Literary Process," the most effective forms, in our opinion, are presentations and essays. The presentation method is widely used in the educational process due to the capabilities of PowerPoint and other similar programs, which allow combining textual and graphic information, as well as audio and video materials, in a single document (slide group). Due to the lack of a wide range of academic literature on this course, educational material must mainly be drawn from critical articles and Internet sources — all of which requires certain systematization and selection of material. A presentation makes it possible to trace step-by-step the student's research activity, assess their ability to synthesize and analyze.

Another effective form of independent work is writing a critical essay. As a genre of publicistic writing, an essay is not simply a composition but a reflection on highly relevant topics, the source of which may be a specific literary work by a contemporary author. To write an essay, the student must become familiar with the social context in which the work was created and identify the reasons behind the author's choice of a particular theme. Thus, the student becomes acquainted with the country's history, culture, and characteristics of mentality. This is important when studying this course in a foreign-language environment, since such students often possess only a general idea of the culture of the target language. The goal of an essay is to develop skills of independent creative thinking and written expression of personal thoughts. The formulation of

an essay topic must include an incentive for reflection. For example, based on V. Astafyev's short story "Lyudochka," included in the standard syllabus for the course "Contemporary Literary Process," the following topics may be proposed: "Compassion and mercy – eternal or morally outdated categories?", "Where does the moral degradation of society lead?", "Causes and consequences of spiritual emptiness?" and so on. It is important that the topic formulation allows the student to express their own view on the problem. The suggested formulations should promote the development of creative thinking.

When writing an essay, the student is advised to follow these recommendations:

1. Clearly formulate the problem question.
2. Justify in the introduction the essence and choice of the topic. The main part should contain the theoretical foundations of the chosen problem and the exposition of the central question. This part presupposes the development of argumentation and analysis, their justification based on available data and arguments on the issue. Arguments include facts, phenomena of social life, events, life situations and personal experience, scientific evidence, references to scholars' opinions, etc.
3. While constructing the essay, one must remember that each paragraph should contain only one statement and the corresponding proof. Therefore, within one section of the work, it is necessary to limit oneself to examining one main idea.
4. The conclusion should contain a summary and justified conclusions on the topic; it may also include quotations or a vivid statement.

The proposed recommendations may also serve as a basis for joint, collaborative learning, which is determined by the principle of using different approaches in education. Such a process assumes that students work in groups on solving a common task or problem, and it is also assumed that participants in the discussion have an adequate level of preparation, skills, and competence, as well as clearly shared goals, and coordinate their collaborative work. For collaborative learning, the defining factors include the joint formulation (definition) of learning objectives, joint planning of the learning process (agreement on content and deadlines), exchange of information, its discussion, and collaborative decision-making. In the conditions of collaborative learning, students may critique one another's views and opinions, as well as external viewpoints. They may turn to each other for clarification or critique, and thereby stimulate themselves and others to make intellectual efforts. Moreover, they may motivate and assist each other in completing the work. As a result of such discussion, each student in the group forms their own concept of understanding the problem of the story and develops criteria of axiological values.

Thus, the use of presentations and essays as forms of independent student work in the process of practical training will contribute to the fullest development of students' creative abilities.

References:

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