

## DIAGNOSTICS OF THE LEVEL OF COMPETENCE AND FORMATION OF SKILLS TO ANALYZE A WORK OF ART IN LITERARY READING LESSONS

X.X. Mustofoeva

Teacher And Basic Doctoral Student At The Department Russian Literature And Teaching  
Methods At TSPU Named After Nizami, Uzbekistan

**ABSTRACT:** Carrying out a diagnostic study of the level of formation of skills for the analysis of literary works. Based on the results obtained, determine the class with the lowest level of formation of literary text analysis skills and perform work in it aimed at the formation and development of skills to analyze works of art using effective forms and methods of work.

**KEYWORDS:** Experimental work, diagnostic study, cause-and-effect, character, hero.

### INTRODUCTION

34 students took part in the experimental work. The purpose of the experimental work is to determine the level of formation of skills to analyze a work of art, to analyze difficulties and to carry out work to eliminate these difficulties.

Objectives of the experimental work:

- conduct a diagnostic study of the level of skills formation for the analysis of literary works;
- based on the results obtained, determine the class with the lowest level of development of skills in analyzing literary texts and carry out work in it aimed at forming and developing the skills to analyze works of fiction using effective forms and methods of work;

- check the level of effectiveness of the work performed by performing a repeated control cut. Determining the level of formation of skills for analyzing a literary work was carried out according to six criteria:

1. the ability to perceive figurative means of language in accordance with their function.

- finds figurative words and expressions in the text, he can explain their meaning; highlights epithets, comparisons, personifications, sound writing, repetition, etc.

- finds figurative words and expressions in the text, but does not understand their role.

- sees individual language means in the text with the help of the teacher.

2. the ability to recreate in one's imagination pictures of life created by the writer.

- in his imagination creates an image in accordance with what he reads (description of a hero, image of nature, situation) and talks about him.

- finds a description of the hero (appearance, speech) and his environment (interior), a description of natural images.

- when verbally drawing a picture from the imagination, he misses essential details.

- the reconstruction of the image is replaced by a detailed listing of individual details.

3. the ability to establish cause-and-effect relationships.

- determines the sequence and causal relationship of events; explains the reason for the hero's action and gives him an assessment

- understands the subject of what is read, but does not know about the causality of events.

- does not understand the subject of what is read and does not realize the causality of events.

4. the ability to perceive an image - a character.

- expresses his personal attitude to characters, events, motivates the answer.

- gives an assessment of an action without indicating personal relationships with it; determines the feelings and state of the hero.

- Does not pay attention to the feelings and experiences of the characters.

5. the ability to see the author's position.

- determines the writer's attitude towards the hero (in words of direct and indirect evidence); determines the author's position.

- determines the writer's attitude toward the characters and their actions, but does not justify the answer.

- teacher's help is needed in understanding analytical questions and performing practical tasks.

6. the ability to understand the idea of a work.

- independently determines the main idea of the work.

- can independently understand the idea of a work if its composition is not complex, and a work of a similar structure has been previously discussed.

- teacher's help is needed to identify the main idea.

Criteria for assessing the level of development of text analysis skills

Answers to each question in the test task were assessed on a three-point scale depending on accuracy and completeness, and the level of formation of the ability to analyze a literary text was determined depending on the points:

low level - 1-3 points

average level - 4-6 points

high level - 7-10 points

Students answered questions about the work by M.Yu. Lermontov "Hero of Our Time".

**Table 1 – Results for “Ability to perceive figurative means of language in accordance with their function”**

	The ability to perceive figurative means of language in accordance with their function
Low level	12(35%)
Average level	18(53%)
High level	4(12%)

Analyzing the results obtained, we see that only 4 students (12%) can find figurative words and expressions in the text and explain their meaning; 18 students (53%) have an average level, by

which it can be understood that children do not accurately perceive figurative means of language in accordance with their function. The remaining 12 people (35%) have no idea about the figurative means of language.

**Table 2 – Results for “The ability to recreate in one’s imagination pictures of life created by a writer” [1, p. 2]**

	The ability to recreate in one’s imagination pictures of life created by the writer
Low level	14(41%)
Average level	15(44%)
High level	5(15%)

Analyzing the results obtained, we see that in their imagination only 5 people (15%) can create an image in accordance with what they are reading; 15 students (44%) can describe the hero and his environment; 14 people (41%) cannot recreate in their imagination the pictures of life that the writer created.

**Table 3 – Results for “Ability to establish cause-and-effect relationships”[2, p.45]**

	Ability to establish cause-and-effect relationships
Low level	17(50%)
Average level	15(44%)
High level	2(6%)

Analyzing the results obtained, we see that 17 students (50%) cannot determine the causal relationship of events, 15 students (44%) understand the subject of what they read, but do not know about the causality of events. 2 people (6%) do not understand the subject of what they read and do not realize the causality of events.

**Table 4 – Results for “Ability to perceive an image - a character”**

	The ability to perceive an image - a character
Low level	10(29%)
Average level	21(62%)
High level	3(9%)

Analyzing the results obtained, we see that 3 people (9%) can accurately express their personal attitude towards characters and events, justifying their answer. 21 students (62%) evaluate the

action without indicating personal relationships with it, and 10 people (29%) do not pay attention to the feelings and experiences of the characters.

**Table 5 – Results for “Ability to see the author’s position”**

The ability to see the author's position	
Low level	15(44%)
Average level	15(44%)
High level	4(12%)

Analyzing the results obtained, we see that 4 people (12%) can accurately determine the author's position; 15 students (44%) can determine the writer's attitude towards the characters and their actions, but without justifying the answer. The remaining 15 students (44%) need teacher help in understanding analytical questions and completing practical tasks.

**Table 6 – Results for “Ability to understand the idea of a work”**

The ability to understand the idea of a work	
Low level	14(41%)
Average level	17(50%)
High level	3(9%)

Analyzing the results obtained, we see that 3 people (9%) can independently determine the main idea of the work, 17 students (50%) can independently understand the idea of the work if its composition is not complicated. 14 students (41%) needed teacher help to identify the main idea. After such a study, we can find out that it is very difficult for some students to understand the essence of the work. Such students definitely need the help of a teacher.

## REFERENCES

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