

## **ORGANIZATION OF HIGH SCHOOL STUDENTS' INTEREST IN WORKING WITH LITERARY TEXT IN ENGLISH LESSONS**

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**Abstract:** *This article reflects on the importance of the use of artistic text in English lessons in graduating senior students of secondary schools and the results of research in this direction.*

**Keywords:** *select text, text, literary text, translate text, reading, adolescence, monologue, cognitive interest.*

### **INTRODUCTION**

Students in grades 10 and 11 psychologically belong to adolescence, which is literally the "third world", between childhood and adulthood. The peculiarities of the psyche of youth are determined by their status and intermediate position in society.

In high school, children are ready to perform all kinds of adult mental activities because the development of their cognitive processes reaches such a level. The cognitive processes of schoolchildren acquire qualities that make them perfect and flexible, and the development of the means of cognition is ahead of the personal development of children.

With the transition from junior to middle school and then high school, the position of children in the system of business and personal relationships with other people changes. More and more time is occupied by serious matters, less and less time is allocated for rest and entertainment.

In adolescence, the process of cognitive development is actively underway. At this time, it occurs mainly in forms that are hardly noticeable both to the child himself and to an external observer.

The mental activity of high school students is more active and independent. They are characterized by a tendency to generalize, a search for general principles and laws behind particular facts. At this age, the development of theoretical thought is observed.



Teenagers are already able to think logically, they are preoccupied with theoretical reasoning and introspection. They can freely reflect on moral, political, and other topics that are virtually inaccessible intellectually to primary or secondary school age. High school students have the ability to draw general conclusions on the basis of particular premises and, on the contrary, to proceed to particular conclusions on the basis of particular premises, that is, the ability to induct and deduce. An important intellectual acquisition of this age is the ability to operate with hypotheses.

This stage of training is characterized by: improving the skills of using vocabulary enrichment techniques, expanding the potential vocabulary and linguistic knowledge. At the forefront is the use of a foreign language as a means of obtaining new information that would help to look at the familiar world in a different way, present the facts known to them in a different way, expand their awareness in various fields of knowledge, and introduce them to new areas of their application. In this regard, reading becomes the leading type of speech activity, and the leading type of work is the extraction of information from the text and its subsequent processing.

High school students are faced with the task of social and personal self-determination, which involves clear orientations and determination of their place and role in the adult world. This is associated with the differentiation of mental abilities and interests, without which it is extremely difficult to choose a profession, develop a worldview and life position.

By high school age, many scientific concepts and their use in the process of solving various problems are mastered. This means that they have formed theoretical or verbal-logical thinking. At the same time, there is an intellectualization of all other cognitive processes.

## **MATERIALS AND METHODS**

In adolescence, important processes related to the restructuring of memory take place. Logical memory begins to develop actively and soon reaches such a level that the child moves on to the predominant use of this type of memory, as well as voluntary and mediated memory. As a reaction to the more frequent practical use of logical memory in life, the development of mechanical memory is slowed down. As a result of the introduction of new subjects at school, the amount of information that a teenager must memorize, including mechanically, significantly increases. He has memory problems, and complaints of poor memory are much more common at this age than in younger students. Along with this, there is an interest in adolescents in ways to improve memorization.

As we age, the relationship between memory and thinking also changes. In early childhood, memory is one of the basic mental functions, and all other mental processes depend on it. The thinking of a child of this age is largely determined by his memory: "to think is to remember." At primary school age, thinking shows a high correlation with



memory and develops in direct dependence on it. A crucial shift in the relationship between memory and other mental functions occurs during adolescence. Studies of the memory of children of this age have shown that for an adolescent, remembering means thinking. His process of memorization is reduced to thinking, to the establishment of logical relations within the memorized material, and recollection consists in the reconstruction of the material according to these relations.

In adolescence and early adolescence, reading, monologue and written speech are actively developed. From grades 10 to 11, reading develops from the ability to read correctly, fluently and expressively to the ability to recite by heart. Monologue speech is transformed in a different way: from the ability to retell a short work or a passage of text to the ability to independently express thoughts and argue them. Written language improves in the direction from the ability to write to independent composition on a given or arbitrary topic.

As for the study of a foreign language, during this stage of training, students improve the knowledge, skills and abilities acquired by them during the previous period. Foreign language oral speech as a form of direct communication naturally synthesizes the features of dialogic and monologue speech, so the program puts forward requirements for the process of speaking as a whole, and not for its forms separately. All types of reading are being further developed. Writing continues to be used as a means of preparing oral statements and information processing of the text.

A characteristic feature of adolescence is the readiness for many different types of education, both in practical terms (labor skills, skills) and in theoretical terms (the ability to think, reason, use concepts).

Adolescence is characterized by increased intellectual activity, stimulated not only by the natural age-related curiosity of teenagers, but also by the desire to develop, show others their abilities, get high praise from them, and put themselves in the best light. That is why teenagers tend to take on the most difficult tasks in public, they often show a highly developed intellect and outstanding abilities. They do not perceive simple tasks and therefore there is a characteristic emotionally negative affective reaction to these tasks. They are not attracted to such tasks and refuse to perform them for reasons of lack of prestige. At the heart of the increased intellectual and labor activity of adolescents is the natural interest and increased curiosity of this age.

High school students may also be overly rationalistic. At the same time, they consider it necessary and correct to study only what they believe will be useful in life for their future profession, and they do not always correctly assess the role of humanitarian subjects in the development of their spiritual world.

To maintain the proper level of cognitive interest in the subject at this stage of language education, there is differentiation of learning, its profile orientation, a personal



approach to students, which requires, first of all, a respectful attitude to the student as a person with his needs, opportunities and aspirations.

At this stage, a foreign language should act as an effective tool that satisfies, develops and deepens the interests of schoolchildren in their chosen field of knowledge, in particular, as a means of obtaining meaningful and important information for their future profession. This goal is met by a variety of options for profile-oriented foreign language teaching in grades 10-11 (with humanities, physics and mathematics, and other areas) with special programs. If the conditions for such training are not available, then a program containing training can be used, reflecting everything that should be in the language course in any variant of its profile orientation. In high school, successful education largely depends on the high-quality organization of students' work, the availability of manuals that meet their interests and the requirements of modern methods.

Thus, the distinguishing aspects of high school students are:

1. The process of cognitive development;
2. Active and independent thinking;
3. Social and personal self-determination;
4. Formation of theoretical or verbal-logical Thinking;
5. Improvement of self-control of activities;
6. Memory restructuring (development of logical and voluntary memory);
7. The process of memorization is reduced to thinking, to the establishment of logical relations within the memorized material, and recollection consists in reconstructing the material according to these relations;
8. Interest in worldview issues.

The interests of high school students are becoming even more selective and stable. There is a tendency for interest in the subject to grow into an interest in science. High school students are trying to comprehend the surrounding reality philosophically, and are seriously fascinated by worldview issues. The problem of the formation of cognitive interest in learning is of particular significance. According to Mirolyubova, in the nature of every child there are moral and mental capabilities that allowed the scientist to discard the old methods of influence, means of intimidation, constant control and suppression of the student's personality, to put forward the thesis about the ease, pleasantness and thoroughness of learning.

Let's define the very concept of cognitive interest. Cognitive interest is a deeply personal formation that is not reducible to individual properties and manifestations. Its psychological nature consists of an indissoluble complex of processes that are vital for the personality. The awakening of cognitive interest is only the initial stage of the great work of cultivating a deep, sustained interest in knowledge and the need for self-education. Interest in the broad sense of the word is the orientation of a person to learn



everything new, to master skills, to acquire various skills. Interest in knowledge or cognitive interest is a person's orientation towards mastering knowledge in a particular subject area. The teacher fosters interest in his subject.

From curiosity to interest, from interest to persistent cognitive activity, from them to the awakening of scientific curiosity and an increasingly stable orientation of the individual to the study of the subject – this is the way of the origin and development of interest in knowledge, associated with the mobilization of will, energy, and diligence.

Cognitive interest has an impact on the personality of a student in many ways. It is possible to combine all three features of interest as an end, a means, and an end in a system of teaching.

From the point of view of interest education in terms of the development of general cognitive orientation, activity and curiosity as a personality trait, this problem can be considered as a goal of learning or its motive.

Interest is used as a means of learning with the help of an element of amusement introduced at different stages of the lesson, attention to the topic being studied. In this case, objectively attractive properties of objects, phenomena, events, and processes (spectacular experience, unexpected comparisons, paradoxical phenomena, an impressive word) are popular.

Cognitive interest at a higher level of its development, being quite strong and stable, occupies a dominant position in the circle of other motives, becoming a personality trait that is called curiosity and inquisitiveness. At this stage, cognitive interest appears as a result of learning.

## **RESULTS**

According to the nature of the manifestation of cognitive interest in the process of studying the subject, there are three levels of development of cognitive interest:

- 1) Low level;
- 2) Intermediate level;
- 3) High level.

In students with a low level of cognitive interest, activity in the classroom is reduced, abstraction appears, preference is given to tasks of a different nature, with stereotyped actions. Students with an average level of cognitive interest also prefer the exploratory nature of activity, but there is not always a tendency to perform creative tasks, their independent activity is not often manifested and depends on external stimuli and factors. Students with a high level of interest are distinguished by independence, active participation in the lesson, and preference for educational activities of a more complex level.

### Criteria for Learners: Characterizing Thinking-Activity

1) questions that testify to orientation in knowledge, to the mental activity of the student, to the desire to penetrate and understand the content of the educational subject;



2) the desire of students to become a part of the consideration and discussion of important educational issues, in supplementing and correcting the answers of their classmates, of their own free will, and not on demand. The willingness of students to give a detailed answer to the teacher's question is considered a sign of the student's cognitive interest;

3) focusing on the subject of interest;

4) how the task is accepted - with readiness for action or indifference, and how the task is performed – independently or according to a model (or even just copying a ready-made solution from the blackboard), and how focused or absent-minded the student is in the process, and how he behaves in the process of his activity - enthusiastic or absent-minded. And, finally, what is the actual result of the task (depth, thoroughness, originality or primitiveness in the approach to the solution).

Emotional manifestations of students act as indicators of cognitive interest, easily recorded in the process of observation:

1) verbal exclamations ("That's great!") in an exchange of opinions with a neighbor at the desk;

2) the silence that has followed, indicating the agitation of the students;

3) the adequacy of students' reactions in response to what is happening in the classroom during the lesson: laughter in response to humor and funny situations corresponding to the content of the situation.

Indicators that determine the picture of the stability and strength of cognitive interest are the selective orientation of the reading circle of students and voluntary participation in various forms and types of extracurricular work (subject circle, evenings), and the performance of individual tasks and the nature of free pastime.

There are various methods of stimulating students' cognitive interest in the educational process and different approaches to their classification. In the learning process, there are three types of stimulation of students' cognitive interests:

*The novelty of the content* is an important stimulating component that stimulates cognitive interest and evokes an orienting response in students. The most significant states of a person that accompany the process of his orientation are the states of *surprise*, *bewilderment*, and *surprise*. Novelty is the stimulus of the external environment that excites these states, which bring positive emotions to the student, if possible. Novelty is a large number of new facts, information, theories, which most students did not even know before.

*Updating the knowledge that has already been acquired.* In order to arouse interest in a subject, it must be partly new and partly familiar to the learner. They deal with many elements of new knowledge that learning gives them, acquiring this knowledge in the lessons of other disciplines. New knowledge acquires a special meaning for the learner when comparing old and newly acquired knowledge. Hence the impossibility of using the



novelty of the content as a regular stimulus for the development of cognitive interest. At school, many things are studied that have become habitual, have lost their "freshness" due to frequent repetition. The renewal of knowledge, a new aspect of the consideration of what is already known, the opportunity to see in the former, already formed and habitual knowledge new facets, new turns, new sides that puzzle and give the impression of strangeness - this is an important stimulus for cognitive interest.

An important stimulus of cognitive interest related to the content of education is the historical aspect of school knowledge (historicism), the communication of information from the history of science, the history of scientific discoveries, on the one hand, cognitive interest is based on less known, sometimes completely new material, mastering which students become even more aware of what the lesson is giving them. On the other hand, the historical approach to the study of academic subjects to some extent brings the process of learning closer to scientific knowledge. To find out what the corresponding knowledge was like at its origins, how it developed, to get in touch with scientific research, to feel and experience its difficulties and joys – this means to come closer to the realization of one's own cognitive process, which, if not discovering, but assimilating scientific propositions, is nevertheless associated with the search for truth. Historical information is always less known to students and is perceived by them as unexpectedly new and attractive. Acquaintance with the history of science and its discoveries contributes to the awareness of the enormous difficulties of scientific research, raises the prestige of science in the eyes of students, and forms respect for established scientific facts and concepts.

Historical information broadens the horizons of students, helps them understand how much effort it takes scientists to invent something, and prepares students for the perception of new material. For example, the study of the topic "History of Great Britain" can begin with the story of Julius Caesar, white cliffs and foggy Albion.

Not everything in the educational material can be interesting for students. And then there is another, significant source of stimulation of cognitive interest – the *process of activity itself*. That is why the influence of various forms of organization and nature of the course of educational activity of schoolchildren gives rise to a peculiar aspect of the formation of their cognitive interest, which differs from the aspect of stimulation arising from the content of education.

Various forms of independent work of students make it possible to put the student in a favorable light, in the position of a person who operates with knowledge, applying maximum mental and volitional forces to solve the assigned tasks. Independent activity, which is successful, can cause positive experiences in students, multiplying the activity of thought processes and helping to realize the need to overcome large and small difficulties.



Problem-based learning, rather than the teaching of ready-made, memorized facts and conclusions, invariably contributes to the unflagging interest of learners. Such a teaching forces us to search for the truth and find it together. In problem-based learning, a question is brought up for general discussion – a problem that sometimes contains an element of contradictions, sometimes of surprises. The problem situation created in the lesson gives rise to questions in the students. And it is in the appearance of questions that the inner impulse (the need for cognition of a given phenomenon) finds its expression, which is significant for strengthening cognitive interest. Problem-based learning is characterized by a clash of different points of view that need to be analyzed in order to further occupy one's own position. In this way, problem-based learning stimulates an active search for evidence, arguments to prove and to defend one's own point of view. This stimulus serves to overcome difficulties, to engage in intensive thinking, to exert the mind, and to exploratory activity.

In order to develop cognitive interest, it is necessary to complicate cognitive tasks. The material is transformed in the direction of complexity, so that the student gradually but steadily comes to overcome more and more complex stages of it.

Entertaining is a technique that contributes to the creation of a positive attitude to learning and readiness for active thinking activity in all students. It is imperative for the teacher to correctly understand amusement as a factor influencing mental processes, to clearly understand the purpose of using entertaining for use in the lesson with other didactic means. Only in this case will this method be able to help scientific truths to come closer to students for better understanding, and contribute to the successful course of cognitive processes.

The third type of stimulation of cognitive interest in learning is determined by the relationships that accompany the learning process.

The relationship between the teacher and the students always finds its manifestation in the lesson in the emotional and active tone of the students, which either manifests and strengthens the cognitive interest, or extinguishes it. This emotional tone depends on many factors.

The emotionality of the teacher plays an important role in creating an emotional tone for the cognitive activity of students.

Pedagogical optimism also strongly influences the cognitive interest of students. Faith in the student, in his cognitive powers and capabilities is a powerful stimulus for his interest in learning.

Mutual support in the learning process of the teacher and students requires continuous communication between the teacher and the wards, an active response of the students to all the initiatives and efforts of the teacher.

Competition can also be seen as a stimulus of cognitive interest related to the relationships between students.





## CONCLUSION

Encouragement should also be singled out among the stimuli of cognitive interest. Playing a significant role, it is in demand in different classes and depends to a greater extent on the personality of the teacher and the nature of his relationship with the students. Positive evaluations, supported by arguments, and positive judgments from the teacher and classmates carry positive emotions that increase the energy of students.

One of the most important aspects is the psychological comfort of students during the lesson. Firstly, the task of preventing fatigue of students is solved, and secondly, there is an additional incentive for the disclosure of the creative capabilities of each student.

A friendly atmosphere of the lesson, a calm, quiet conversation, attention to each sentence expressed, an adequate reaction of the teacher to the student's desire to express himself, tactful correction of mistakes, encouragement of independent thinking activity, an appropriate joke or a small digression - this is not the whole arsenal used by the teacher in his work to reveal the abilities of each child.

If the teacher does all of the above in his work, then the students enter the classroom not with fear of an unsatisfactory grade or remark, but with a desire to continue the conversation, show their knowledge, and receive new information. In the process of such a lesson, there is no emotional discomfort even when the student could not cope with the task or misunderstood something. Moreover, the absence of fear and tension contributes to the inner liberation from unnecessary psychological barriers, helps to speak out more boldly, expressing one's point of view.

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