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THE ROLE OF THE "DEBATE-DISCUSSION" METHOD IN LITERARY EDUCATION

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Abstract:This article discusses innovative directions within the education system, and in particular the use of various methods in literary education to enhance the effectiveness of literature lessons, considering the ways in which the novel "The Wise Sisyphus" can be analysed through the "Debate-Discussion" method.

Keywords: literary education, literary text, novel analysis, method, debate, discussion, new approaches.

The modern processes of globalisation, digital transformation and innovative development are placing new tasks before the national education system. Today education is no longer confined to merely imparting knowledge; it also embraces the upbringing of a new generation that is capable of thinking independently and making its own decisions, that proposes innovative approaches, and that remains faithful to both national and universal human values. From this standpoint, the deep integration of a competency-based approach into the educational process, the strengthening of the scholarly potential of teachers, and the systematic development of research activity are becoming pressing concerns.

One of the principal developmental tenets of innovative education is its orientation towards the pupil or student (the personality-oriented approach), whereby the learner stands at the very centre of the educational process. Instruction is adapted to their interests, abilities and individual characteristics. Viewed in this light, the use of interactive methods serves to raise the quality of education and to nurture a new generation that can think for itself, make its own decisions, put forward innovative approaches, and remain devoted to national and universal human values. In this respect, attention to lessons grounded in debate and discussion is steadily growing.

The "Debate-Discussion" method is a teaching method conducted in the form of mutual debate and an exchange of opinions with learners on a particular topic.

This method is applied on the premise that any topic or problem is to be examined on the basis of existing knowledge and experience. The task of moderating the debate may be entrusted to one of the learners, or it may be conducted by the teacher. The discussion should be carried out in a free atmosphere, and an effort should be made to draw every student into it.

When conducting the "Debate-Discussion" method, pupils and students must, as a rule, observe the following principles:

a culture of listening to opinions and ideas;

the non-repetition of ideas already expressed;

mutual respect for one another.

In the teaching of literature — in the analysis of literary works and in the deep comprehension of their essence — this method is considered highly effective. For example, the new novel "The Wise Sisyphus" by the writer Khurshid Dostmuhammad may be analysed using this method in extracurricular activities at school and in practical sessions in higher education.

In carrying out the stages of the "Debate-Discussion" method, attention should be paid to the following:

The teacher leading the session selects the topic of the discussion: "The novel 'The Wise Sisyphus' by Khurshid Dostmuhammad in the eyes of students." The following questions relating to the topic are devised:

A) What do you know about the place occupied by Kh. Dostmuhammad in the literary process?

B) Why is the writer's first novel entitled "The Bazaar"?

C) What constitutes the central idea of the novel "The Wise Sisyphus"?

D) What do you know about Sisyphus? To which category of characters does he belong?

E) In your view, how does the writer's new novel affect the reader's mind and consciousness? How would you assess it?

The teacher poses a question on the problem to the students and invites them to discuss it. At this point the students themselves may also put questions to one another.

The teacher divides the students into two groups: the defenders and the critics.

The defenders express their views on the achievements attained by the writer in the novel-writing of the independence period, using the analysis of the novel as their example (this novel is regarded as one of the writer's achievements; the work teaches the reader patience and, above all, strength of will; if a person is able to know himself, he can overcome any difficulty, and so on).

The critics, for their part, point out the aspects of the work they find unconvincing: that it does not resemble traditional novels, that its plot and the narration of events weary the reader, that it seems unengaging, and so on.

In this manner the debate proceeds. Experts appointed from among the students monitor the discussion.

The teacher or the experts record the responses given to the question posed — that is, the various ideas and opinions; one of the students may be appointed as secretary to perform this task. At this stage the students must be given the conditions to express their thoughts freely: "Even if it is mistaken, it is still your own opinion."

Together with the experts, the teacher classifies, generalises and analyses the opinions and ideas put forward. Naturally, the favourable views of the novel "The Wise Sisyphus" form the majority (we have applied this method in practice precisely on the example of analysing this very work).

As a result of the analysis, the most suitable resolution of the posed problem is selected. Proceeding from the debate described above, the novel "The Wise Sisyphus" was assessed by a majority of votes as follows: notwithstanding certain shortcomings, the new novel by Kh. Dostmuhammad is able to find its own reader. For it advances the idea of what human patience and endurance are capable of, of the ability to discover meaning in a seemingly meaningless life, and of the necessity for a person to attain self-awareness in order to do so. Although the work is unlike traditional novels, the group of defenders — who concluded that it is able to win the hearts of readers of the era of independence — is commended. At the same time, the group of critics, who analysed the work with careful attention, is also given its due.

The structure of the "Debate-Discussion" method as applied to novel analysis

The stages of the "Debate-Discussion" method comprise the following:

1. Selecting the topic of discussion and devising relevant questions: To which category of novels does "The Wise Sisyphus" belong, and what are your impressions of the novel?

2. Posing a question on the problem and inviting the students to discussion: What kind of character is Sisyphus? What is it about him that appeals to you? Do you find the novel to your liking? Which of its aspects did not satisfy you?

3. Recording the responses given to the question posed — that is, the various ideas and opinions — or appointing one of the students as secretary to carry out this task. At this stage it is essential to create the conditions for students to express their views freely.

4. Together with the students, classifying the opinions and ideas put forward, generalising them, and drawing a conclusion on the basis of the analysis.

5. As a result of the analysis, the most suitable resolution of the posed problem is selected.

In conclusion, it is evident that the use of the "Debate-Discussion" method is of considerable importance in literary education — in the teaching of literary subjects in general-education schools and academic lyceums, as well as in philological specialisms within higher education, and in the analysis of literary works. First, it prompts the pupil to think independently; second, it affords students the opportunity to strive to prove the correctness of their own opinion; and third, it fosters the development of students' capacity to listen and to analyse, and the improvement of their oral speech.

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