

ABOUT USING INTERACTIVE METHODS IN TEACHING UZBEK LITERATURE

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Abstract

This article discusses the use of interactive methods in teaching Uzbek literature in higher educational institutions. Modern education requires the use of many methods, such as brainstorming, discussion, problem situation, reference text, project, role-playing game, as well as encouraging students to perform practical exercises. Interactive methods are a form of dialogic learning based on mutual cooperation between student and teacher; such methods contribute to the formation of certain skills and abilities in students, create an atmosphere of cooperation in the classroom, interact and allow the teacher to be a leader. When studying fiction, it is very important to directly read and understand the work of art itself, the text.

Keywords

interactive methods, problem situation, problem analysis method, discussion, debate, reading, independent thinking, critical thinking.

There is a lot of talk about the use of interactive methods in higher education. We mainly want to think about the problems of teaching Uzbek literature in higher education and the importance of interactive methods in it. The word "interactive" means the ability to communicate. Interactive teaching is a learning process that takes place with the constant interaction of all students. It is a process of teaching each other, in which the student and the teacher realize their activity as equal subjects of education. They can express their opinions about what they know and they can implement what they know.

At present, many methods such as brainstorming, debate, problem situation, reference text, project, role-playing game are used for the rational organization of the educational process. apply and encourage students to do practical exercises. Such methods are also called interactive or interactive.

Interactive methods mean methods that activate the learner, guide him to independent thinking, and have learners at the center of the educational process. The advantages of a learner-centered approach include:

- study-study with higher educational efficiency;
- high level of motivation of the learner;
- consideration of previously acquired knowledge;
- adjusting the pace of study to the needs of the learner;
- support of student initiative;
- assimilation of educational material through practical implementation;
- creation of conditions for bilateral opinions [1, p. 16].

In our opinion, interactive methods are dialogic teaching based on the mutual cooperation of the student and the teacher. Interactive methods contribute to the formation of skills and abilities, create an atmosphere of cooperation, interact and allow the teacher to be the leader of the team.

The advantage of Uzbek literature as a traditional method of interactive teaching is reflected in the following:

- the activity of all students in the lesson increases;
- students learn to work as a team;
- the formation of a benevolent attitude towards the opponent;
- every student has the opportunity to express his opinion;
- to get a lot of information in a short time;
- the formation of the ability to find an alternative solution to a problem, to interpret one's own opinion.

Researchers say that the purpose of interactive learning is to impart knowledge and understand the knowledge of other individuals. The main form of interactive teaching is the interaction of students for educational purposes and work in small groups. Features of interactive teaching are reflected in the following:

- cooperative activity of the student and the teacher;
- management of the process by the teacher;
- variety of organizational forms;
- sequence of information;
- integrity and unity;
- motivation and connection with real life;
- development and upbringing of the student's personality in the process of acquiring new knowledge [2, p 118].

Principles of interactive teaching:

- simultaneous execution of the action, that is, simultaneous work of all students;

- equal participation, i.e. giving each student the same time to complete the task;
- positive interaction, that is, each student can complete the task, the group can complete the task;
- personal responsibility, that is, each student in the group has his own task.

The use of interactive methods in the educational process is almost unlimited. They can be used not only in seminars, but also in lectures. On the basis of interactive methods, it is possible to organize discussions, role-playing games, imitation games, demonstration classes, and press conference classes.

Today, in the continuous literary education system, training sessions are organized in a non-traditional way, which helps students to understand and remember educational materials for a long time.

In the educational process based on interactive methods, by increasing the activity between students and the teacher, students' knowledge acquisition and personal qualities are developed. This helps to increase the effectiveness of education. The main criteria of interactive education:

- conducting informal debates;
- the ability to freely describe and explain the educational material;
- few lectures, many practical and seminar classes;
- creation of opportunities for students to take initiative;
- giving assignments for group and team work;
- doing written work and others.

One of the main directions in the improvement of today's educational methods is the introduction of interactive education and training methods. When using interactive methods, it is important to choose educational methods based on the purpose of each lesson. As a result of the use of interactive methods, the students' skills of independent thinking, analysis, ability to justify it, healthy communication, debate, debate are formed and developed.

It should be noted that interactive educational methods have long been used in the educational process in our country in the form of discussion, discussion, negotiation, observation, analysis, consultation, consultation, and reading. These methods serve to develop the students' speech, thinking, judgment, intelligence, talent and intelligence, so that they become perfect people who think independently.

It is known that limiting yourself to the reading of the passage given in the textbook is not enough to fully understand the nature of the work, the essence of the plot and its components, the fate of the heroes, and the relationships between the characters. For this reason, it is necessary for the teacher to interest the students

in reading the work in advance and distribute the tasks. After all, it is determined that the reading of a work of art is carried out in the following way:

1. Independent reading of mandatory literature related to the subject studied in the lessons.
2. Free reading of the book chosen by the students themselves or according to the teacher's recommendation.

In teaching science, students are assigned the task of reading poetic, prose and dramatic works. Even at the beginning of the semester, a list of fiction books that the student should read is given so that the student can read them systematically and prepare for classes in advance. and although it does not cause much difficulty to the student, there are cases where some students face certain difficulties in reading large volumes of novels. According to the first principle, the complete reading of the novel should be given to students two to three weeks in advance. Without it, it is impossible to start a problem analysis.

For example, while studying the works of writers like O'tkir Hashimov, it is necessary to read and analyze their major novels. For example, during the reading of the novel "Between Two Doors" by O'tkir Hashimov, students may have difficulties in reading a large text. Although the center of the novel is the life of an Uzbek village during the Second World War, the scale of the events is quite large. wide Taking into account that the beginning of the events described in it refers to the era of collective farming in the 30s of the last century, and the end is the terrible famine caused by the collectivization policy in the 70s, as well as the tragedies of the era of the cult of a terrible personality. the given piece can be studied on the basis of problem-based teaching and lesson technology can be designed accordingly.

In the lessons of problem-based study of the work, attention is paid to identifying and analyzing the main idea in the text, asking problematic questions that force students to search and think, to activate them, and to reveal problematic situations. But this does not mean that problem teaching will be solved.

The organic unity and regularity of the methods used in this depends on the conditions, the students' preparation, the teacher's creative skills and work style. It should be assumed that the problematic questions asked are of the nature of literary studies, and that they will ensure that they learn all its complex aspects and essence. Problem situations teach students to understand the world, events in interaction and development.

Problem analysis is a method aimed at developing students' skills in analyzing the causes and consequences of problem situations and finding their solutions [3, p14].

The complexity of the problem chosen for the problem analysis should correspond to the level of knowledge of the learners. They must be able to find a solution to the given problem, otherwise, when they can't find a solution, they lose interest and lose confidence in themselves. When this method is used, students learn to think independently, analyze the causes and consequences of a problem, and find its solution [4].

The structure of the problem analysis method is as follows:

- provide a description of the problematic situation;
- group thinking about the consequences of the problem situation;
- development of a solution to a problematic situation;
- choosing the right solutions.

The stages of the "Problem Analysis" method are as follows:

1. The teacher chooses a problem situation on the topic, determines the goals and tasks. The teacher explains the problem to the students.
2. The teacher introduces students to the objectives and conditions of the assignment.
3. The teacher divides the students into small groups.
4. Small groups study the given problem situation. They determine the causes of the problem and each group makes a presentation. After the presentation, the same thoughts will be collected.
5. At this stage, opinions about the consequences of the problem are presented during the given time. After the presentation, the same thoughts will be collected.
6. Different options for solving the problem are discussed and analyzed. Ways to solve the problem situation will be developed
7. Small groups make a presentation on the solution to the problem situation and offer their options.
8. After the presentation, the same points are collected. Together with the teacher, the group chooses the most optimal options for solving the problem situation.

Advantages of the "problematic analysis" method:

- forms independent thinking skills in learners;
- learners learn to find the cause, consequences and solutions of the problem;
- a convenient opportunity is created to assess the knowledge and abilities of learners;
- learners learn to analyze ideas and results.

Disadvantages of the "problematic analysis" method:

- high motivation is required from learners;
- the problem should correspond to the level of knowledge of students.

It is worth noting that the plot and composition of the novel are extremely skillfully constructed. The fate of the main characters is intricately intertwined. The era of war leaves its mark on each hero. The war will test them both physically and mentally. They experience hard work, shortages, divorces.

Some people survive the test, keep their feelings of patriotism, loyalty, kindness. Someone betrays pure feelings thinking about their life and well-being. The writer encourages thinking about the essence of human life through the analysis of the actions and fate of the characters. It is important that the students' attention is focused on such problems during the analysis.

From the above points, it can be concluded that the organization of Uzbek literature classes with the help of interactive methods serves to ensure the active relationship between the teacher and students along with the interpretation of the works of writers planned in the program, the level of the material in the textbook.

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