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METHODS OF EFFECTIVE TEACHING OF STORY GENRE IN HIGH SCHOOLS AND ITS SIGNIFICANCE

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ABSTRACT

The article focuses on the teaching of the narrative genre, which is one of the leading genres of Uzbek prose, in general education schools. In addition, the convenience of using interactive methods in the teaching of stories during the lesson and the advantages over the traditional lesson are shown.

KEYWORDS

Story, genre, method, method, interactive methods, literature.

INTRODUCTION

Storytelling of the independence period is developing under the influence of the achievements of Uzbek prose of the 20th century, at the same time, in line with the best examples of modern world literature. As a result, advanced principles of world literature are reflected in Uzbek literature, especially in storytelling. As President Shavkat Mirziyoyev noted: "We have a great history worthy of envy. We have great ancestors who are worthy of envy. We have immeasurable riches

to covet. And I believe that if we are lucky, we will have a great enviable future, great literature and art". Therefore, it is one of the main tasks of our generations to pay attention to literature and art, to appreciate the heritage of our ancestors, to pass them on to the next generation, and to improve the literary process of today.

In the 60s and 80s, the narrative genre became one of the leading genres in Uzbek prose. Uzbek storytelling

develops in an organic relationship with the storytelling traditions of other nations, content and ideas are closely related. Uzbek literature has been in ancient contact with the literature of Turkic, Arabic, and Persian-speaking peoples. Later, the scope of this communication expanded and he was in close contact with representatives of Russian and Western literature. Even today, these relations are expanding and developing. Although the development of such communication has increased to the present day, it is considered a historical phenomenon and has developed differently in different periods and under different historical conditions. The stories included in literature textbooks in general education schools lead in terms of subject and ideology. In the reprinted literature textbooks, the topics are divided into chapters, and each chapter includes works that are similar in terms of theme and idea. At the end, certain methods are presented for the convenience of teachers and students. The organization of the lesson process using new methods and methods is of great importance in the pedagogic process of every teacher. Because planning a lesson in a new interpretation shows the knowledge and skill of the pedagogue.

Trainings conducted on the basis of pedagogical technologies satisfy the desire of the personal content to express their relationship to important life achievements and problems, and create an opportunity for them to think and express their points

of view. The use of any pedagogic technology in the educational process, based on the nature of the person, it is necessary to pay great attention to who is educating the personal content and who is being educated. Interactive methods are methods based on specific communication or action. If we look at the historical development of the methodology of teaching literature in the 20th century, after various "innovative experiments" that lasted until the 30s of the 20th century, we returned to the classroom-lesson system, and after literature took a place as a separate subject in school programs, literature teaching efforts to create the theoretical foundations of the methodology have begun. At the same time, S. Dolimov emphasized in his time the serious mistakes of the Russian methodology, in particular, the cultural-historical flow, which was somewhat inspired by dogmatism in essence, - focusing only on the ideological content of literature and denying its artistic form. In the following years, another new approach to the methodology of teaching Uzbek (Soviet literature in the 1970s) began to take shape - paying more attention to the aesthetic and artistic aspects of a literary work. The issues of aesthetic feeling and aesthetic education have become the leading tasks of literary education. The emergence of theoretical views aimed at understanding and understanding the work of art in all aspects, the emergence of principles aimed at cultivating artistic pleasure, understanding and reading artistic text, and developing students' abilities,

logical thinking, and proper development of literary speech. It was a happy thing. Therefore, the Russian methodology of the 20th century and the national methodology generalized under its influence also went through certain stages of improvement and development.

Q. Yoldoshev's "Scientific and Theoretical Foundations of Literary Education" textbook served as one of the first steps towards the experience of a new approach to literary education, while Q. Husanboyev and R. Niyozmetova's "Methodology of teaching literature" created in recent years can be recognized as a study guide that covers the most important aspects of literary education and can direct students to critical and creative thinking". Along with the improvement of teaching (literary education) theories, new approaches to learning such as constructivism, behaviorism, humanism, classifications specific to learning styles, cultural approach to artistic analysis, concept of metalanguage in artistic analysis, transactional theory (receptive in some sources Many new concepts and theories are emerging, such as aesthetics, the theory of reader's response, so that the national methodology remains deprived of the above global educational opportunities.

Instead of the principle of the teacher "I know everything, do what I did", a new paradigm is proposed - "I will help you do it yourself". Because the main task of a modern teacher is

It is not about providing ready-made information and checking whether the exercises are done correctly, but about teaching students to independently search for the necessary information from various sources, solve controversial issues, and defend their position. To do this, the teacher must keep up with the times and use not only modern methods and methods in relevant classes, but also use the latest developments in the field of computer technology. This directly helps to increase the presentation and effectiveness of the lesson. The use of the big screen in the classroom during the lesson and the information given on it will remain in the memory of the students for a long time. Readers' attention is on the information on the screen, so they are not distracted by other things. Repetitive text and graphic materials with the help of modern technical tools help in oral interpretation of a new topic, practice in the reinforcement stage and testing of students' knowledge. In the literature classes, it is possible to show the films made from the theoretical knowledge of the stories. This, in turn, helps to better imprint the development of events in the reader's memory. Various electronic resources are actively used in the education system of many developed countries of the world, such resources include flipptty.net, wordwall, Joyteka, madtest, Blooket, Gimkit LearningApps. They directly help to organize the learning process more interesting and effective. Wordwall, Joyteka programs can be used to analyze the plot of a work of art .

These are electronic methods, that is, they are used ready-made. The use of innovative technologies in the educational process brings innovation to the traditional teaching process. The effectiveness of the lesson increases. This is exactly what is required today. Today, the interest and attention to the use of innovative technologies, interactive methods, pedagogical and information technologies in the educational process is increasing day by day, one of the reasons for this is that until now traditional education If students are taught to acquire only ready-made knowledge, modern technologies teach them to search for the acquired knowledge by themselves, study and analyze it independently, and even make their own conclusions. In this process, the teacher creates conditions for the development, formation, learning and upbringing of a person, and at the same time performs the functions of management and guidance. The place and role of innovative technologies is important is big. Knowledge, experience, and interactive methods of pedagogical technology and pedagogic skills ensure that students acquire knowledgeable, mature skills. The implementation of democratic principles in the process of continuous education is manifested in the form of confidence in the intelligence of students, creation of opportunities for their independent thinking, stimulation of creativity and initiative in classroom and extracurricular activities. Pedagogical technologies,

regardless of the form, method and means of organization:

- increase the effectiveness of pedagogical activity (educational process);
- decision of mutual cooperation between teacher and students;
- to ensure that students acquire thorough knowledge of educational subjects; - to form independent, free and creative thinking skills in students;
- it is necessary to create the necessary conditions for its students to realize their potential.

In the current educational process, there are types and terms such as interactive learning and problem-based learning. When the pedagogue uses methods in the educational process, the learner becomes a subject. In this case, the student's initiative and independence are lost, and teaching is carried out in a compulsory way. Typical traditional teaching involves authoritarian technology. This means organization of teaching based on the didactic principles expressed by A. Komensky first of all in the class-lesson system. The classroom-lesson system of teaching, which is still the most widespread in the world, is characterized by the following features:

- the main unit of training is a lesson, which is one subject of one subject

dedicated and managed by the teacher;

- textbooks are mainly used for homework.

It is necessary to choose a method in the educational process in accordance with the intended purpose. For example, working on an artistic text - transaction, (reader's response) theory focuses on the relationship between the author, the work and the reader, and by observing the psychological foundations of the aesthetic-emotional acceptance of a specific artistic text, it focuses on discovering the individual sensations of each learner (reader). In this, literature is considered as a performance art, and each student creates unwritten parts of a work of art based on his reading experience, outlook, thinking and life experience. The basis of "Librarian's response" is theoretical views aimed at proving that reading is not a passive, but an active process".

Any interactive methods are effective if they are used in accordance with the topic and the age of the student. Excessive use of various methods during the lesson negatively affects the quality of the lesson. It can lead to turning into a game rather than a process of education and upbringing. In order to achieve the desired result, it is advisable for every skilled pedagogue to organize a lesson without exceeding the norm.

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