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EDUCATIONAL METHODS AND TECHNIQUES FOR TEACHING SHUKHRAT'S WORKS

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ABSTRACT

The article provides an analytical overview of the writer's use of educational technologies, methods, and challenges in teaching Shukhrat's stories.

KEYWORDS

Problem-based learning, teaching technology, pedagogical collaboration, literary education, collective arguments.

INTRODUCTION

The use of collaborative technologies in literary textbooks is an important factor in increasing the effectiveness of education today, and in teaching the life and work of the writer in literary textbooks, these educational technologies are distinguished by their effectiveness. This technology led to the emergence of many innovative processes in education, which began to develop in the 1980s. This technology is based on the experience of renowned Russian and foreign

educators. Among them are K.D. Ushinsky, N.R. Ryrogov, L.N. Tolstoy, J.J. Rousseau, Ya. Of course, K. Rogers, E. Byrne, S.T. Shatsky, V.A. Sukhomlinsky, and others. The pedagogy of cooperation is implemented in 4 main areas:

1. A didactic activating and developing complex.
2. Approaching a person as a person, a person as a person.



3. Environmental education.

4. Educational consultations.

Cooperation pedagogy is aimed at developing democratic qualities in the personality of each child. In his dissertation, K. Yuldashev writes: "As much as each child feels their right, their duty, and their freedom in their work, they feel that this freedom should not interfere with the freedom of others." Literary education requires collaborative learning technology in all aspects. Because a literature lesson cannot rely on the teacher's individual activity based on its essence, goals, and objectives. Literature instruction is based on cooperative education, and it can be transformed into inefficient and non-standard activity, limited to reading ready-made material, which is still used in some disciplines today. Indeed, today we observe such lessons with great regret. That is, a literature lesson becomes an information lesson. It is clear that the goal of literary science is the education of a perfect personality and the perfection of human qualities in it.

Different forms of collaborative pedagogy can be used in literary lessons. Specifically, literature classes can be organized collectively, grouply, and individually. That is, there are themes in literary education that it is advisable to translate into a whole class collective. For example, we can cite lessons that provide theoretical knowledge. For example, it is important to strive to include all students in the transmission of information

or literary concepts about the life and work of writers. In the analysis of a specific work of art or in the part of reinforcing knowledge in the lesson, it is necessary to work in groups specifically in a competitive format, or to organize individual creative work, essays, and various discussions.

As in life, joint activities in the educational and training process will be more effective. Co-education is a means of pedagogical cooperation. The main difference between traditional teaching methods of collaborative learning lies in the fact that in individual learning, each student knows themselves and does not have to deal with others. It is not important for an educated student to be like others. In collaborative learning, the complete assimilation of each student in this group is important not only for themselves, but also for all group members. Cooperative education is not only simple and interesting, but also effective. Because it is a fact that there can be many better, correct, and new ideas, which does not require proof. Moreover, collaborative learning not only impacts the intellectual development of students, but also accelerates their spiritual growth. Zero, a sense of collectivism, a sense of solidarity with each other can be the reason for the emergence of clear moral qualities in students. We deemed it necessary to conduct three types of classes in the implementation of collaborative technologies in literature teaching and in the teaching of Shukhrat's life and work:



- collectively;
- as a group;
- individually

Moreover, based on the purpose and content of literary education, it is necessary to choose tasks or methods for the following purposes in these forms:

- providing theoretical knowledge and its confirmation;
- forming the process of analyzing a literary or lyrical work;
- creative approach process

In higher education institutions, we can teach lectures or practical classes using the following exercises:

Furthermore, one of the effective teaching technologies in the current education system is problem-based learning. Its task is to stimulate the active cognitive process and shape the method of scientific research in thinking. Problem-based learning aligns with the goals of educating a creative, active individual. There are various definitions and descriptions of the problem of teaching in pedagogical literature. The essence of problem-based learning lies in the independent acquisition of new knowledge through the creation of a problem situation. The application of problem-solving technologies in literary education plays an important role in the student's free

thinking, a deep understanding of the essence of the artistic work, the assimilation of literary concepts, processes related to the writer and his life. Problem-based educational technologies have not yet fully manifested themselves in the practical aspect of literary education. Today, the methodological guidelines for the application of problem-solving technologies in literary education are relatively small. We will consider this technology as an example of its implementation in the comedy drama "The Foundation of Advocacy" by Abdulla Avloni.

This historical drama, which is full of realistic images, is one of the most interesting and impressive works of the 10th grade literature class, and it is very realistic and convincing to depict how people who are ignorant of science fall into a funny situation. Regarding this, the renowned literary scholar Ibrahim Hakkul, citing his impressions of the work, says: "I don't forget my children who began to observe life more correctly." For some reason, when I began to feel an unnamed sadness in my heart, a loneliness that calls for daily separation, my days and moments spent in empty conversations, I didn't forget the impressions of reading this work...."

Teaching dramatic works at all levels of perfection, conveying them to students, demonstrating their creative goals in the midst of such conflicts has created difficulties in teaching works of other genres, as the complexity of the construction of a dramatic work's



foundation and the lack of clarity in the goal-oriented approach have led to difficulties. The problematic teaching technology is precisely suitable for this situation. As noted above, the problematic situation in education under the guidance of the teacher (teacher) has been raised, and this problem has been solved by creating opportunities for students to develop knowledge, skills, and creative abilities, as well as intellectual activity, based on the active independent activity of students. To create a problematic situation, the teacher must first collect the learning material. It is known that not every question remains a problem. The problem is a scientific question, which differs from the question in that it has several valid answers.

Based on this, we recommend the following methods in our project, based on problem-based educational technologies.

The "Black Box" method - with the help of this method, the following exercises are organized: Students are paired and the task is to record concepts that provide information about the life of Shukhrat. The teacher checks the assignment, and one member of the pair who performs it correctly performs the duties of the teacher. At the next stage, students are asked to write the names of six works created by the writer on cards. Knowing the assignment, the teacher checks the assigned student with the help of his mentor, and if it is on a writing sheet, he writes words about events related to Shukhrat's life and work, works, and

creativity, and collects these words with the help of the teacher.

This method greatly helps to increase the value of students. This method can be used in the teaching of other works and works.

The "Tafakkur chöqqisi" method - In this method, students are given the following questions that require logical thinking on the topic:

1. What do you think: why is the work called "Kambar ota?."
2. What do you think about the fact that the heroes in the drama are in this situation?
3. What distinguishes the life of the writer from the contemporaries who created in that period?

The questions are continued in this way, and these questions are given in order of groups or two. They are evaluated depending on how they view the surface of the questions.

The "Debate" method is one of the unique forms of problem-based learning. Debates are a collaborative activity of the collective, in which each member of the collective is obliged to fulfill their duties and responsibilities, and if the winner is recognized, the teacher, on the day of the debate, is obliged to present the arguments, facts, and values of the collective's value to the collective's responsible personnel.



When conducting a debate with applicants, 3 steps must be taken:

1. Debates teach many things (because the goal of debating is not only to win, but the main goal is to acquire new knowledge with the help of debates).

2. Active participation in the process and duty to be honest (this principle is the core of the debate and prevents making incorrect arguments and logically incorrect answers to questions).

3. Preservation of mutual respect (the condition of non-interference with the personality of the participants of the debate, if the theoretical or opinion expressed by the other party contradicts the opinion, it is necessary to preserve its reputation in accordance with the goal. Because debate is a clash of ideas and these ideas). To use the "debating" method, it is first necessary to have a problem worthy of real debate. It is important that both sides of the problem being studied in the "Debate" should be justified.

Overall, the use of methods and techniques based on mutual understanding and respect among students is based on cooperation in all aspects of literary education. Collaborative learning is one of the most important factors in ensuring the effectiveness of literature classes. It is known that in literature, whether it is the process of analyzing a work of art or the study of the character of a certain hero, all of them have difficulties. Therefore, the teacher's solitary activity in

lessons, the student's lack of activity, does not create sufficient conditions for conveying the essence of the original content. Today, practically all methods, techniques, and exercises used in literature teaching are based on cooperation.

Literary education is the education of the psyche and, at the same time, the education of thought. That is, through literature, we can expand the world of thinking of the younger generation and educate them as free thinkers. One of the main tasks of literature teaching is to educate a person who has a free opinion and can defend it orally. In this regard, one of the latest pedagogical technologies for literature teachers is problem-based educational technology.

Problem-based education is currently on the path of development in the global education system, the foundation of which is a problematic situation, a free attitude of the individual towards educational material, and independent learning. This means not only looking at artistic literature as a problem, but also creating an advanced question with pedagogical skill, awakening the student's opinion, introducing it into the world of contradictory ideas and revealing the moral value of this artistic work, transmitting human private and personal values, and creating a creative personality. The problem is the creation of modern advanced teaching technologies and the development of its practical manifestations in literary education, which is an urgent issue facing literary methodology.



CONCLUSION

In conclusion, it can be said that these technologies, new advanced methods are presented to the literature teacher and play an important role in ensuring the effectiveness and efficiency of education. Zero, technology is a sign of positivity. The technological approach to literature lessons is an effective product of pedagogical creativity. In the course of our short study, we have become convinced that in literature lessons, each topic and each lesson can be approached with a unique pedagogical approach. Therefore, each technology implemented in literary education is based on the individual creativity of the teacher. Each lesson should develop its own technology. Because literature itself is a phenomenon of learning and diversity.

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