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USING MODERN PEDAGOGICAL TECHNOLOGIES ON TEACHING KARAKALPAK LITERATURE

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ABSTRACT

The effective usage of pedagogical technologies on the teaching Karakalpak literature is of great importance in developing the student's activity, directing him to free and deep thinking along with increasing the quality of education, using artistic works, and conclusions were presented in this article.

KEYWORDS

Technology, pedagogy, method, graphic organizers, problem-based teaching, diagram, analyse.

INTRODUCTION

The word "Technology" is derived from the Greek word "technos" - skill, craft and "logos" - science, teaching. Pedagogical technology is a systematic category that fully defines the technological process of education. Increasing the efficiency and quality of the lesson through the skillful use of convenient methods and methods by the teacher is one of the main goals of pedagogical technology. For this purpose, it is advisable to use methods and methods that improve the quality of education during the course of the lesson and are convenient for the topic of the lesson and the tasks to be performed. Teaching based on modern

pedagogical technologies has the following advantages:

- Leads to good mastering of science content;
- Timely feedback is provided;
- conditions are created for the application of concepts in practice;
- various forms of teaching methods are recommended;
- motivation is high;

- learned materials are remembered;
- communication skills are formed;
- self-esteem grows
- the positive attitude of students to the subject contents related to science, to the teaching process increases;
- helps to form a student who can think independently;
- develops critical and logical thinking;
- problem solving skills are formed, etc.

Collaborative teaching technologies.

Co-teaching is a concept in the educational process of the teacher, along with the organization of effective cooperation with a group of students, each student or the whole class, students also support each other, embodying instructional and interactive processes in the implementation of joint work. Students work together on academic assignments as a class team or in small groups, helping themselves and their classmates together. Several active forms of teaching can be used in the teaching of specialized subjects, but organizational forms of teaching such as “work in pairs”, “work in groups” have been proven to give better results.

Working in pairs is considered one of the organizational forms of teaching and is very simple and easy to organize. Also, it is convenient for students who have not learned to work in groups to work in pairs. It can be used initially in practical tasks, not very large, for a short period of time. When working in pairs, it is possible to carry out tasks or "interview" exercises for two people, based on the teacher's native language

or the content of the subject. For example, in consultation with two people, find the words that mean the movement of the subject, and write them down on paper. Depending on the ease or complexity of the tasks, each pair can be assigned to itself or the pair can be assigned the same task.

Working in groups. Working in groups saves a lot of time, but it gives better results in teaching the topics to be constructed. It is necessary to prepare all the necessary steps in the field, and all the supporting materials (paper, markers, handouts, flipcharts, notebooks, etc.) should be ready. In lessons, small groups independently analyze, generalize and conclude various situations and problems. When working in small groups, group members are assigned tasks. They are as follows: The leader supervises the execution of the tasks assigned to the group and is responsible for the work of the group. He ensures the participation of all the group members in the performance of tasks, unites students. The leader can also monitor the level of mastery of the elements of the group's task performance skills by the group members. The document keeper or writer records the opinions of each member of the group, saves daily materials and group work. The writer writes down the solution found for each problem. He may prepare information for the group's oral presentation in front of the class. A person making a presentation or statement makes an oral presentation in front of the class about the group's work or results. The monitor or timekeeper is responsible for the orderly status of the group's work. He also acts as a “timekeeper”, setting the time allotted to the group for each task and continuously monitoring it.

Working as a team.

The collective method of teaching is carried out with the purpose of a conversation around the subject being discussed or a solution to the problem being sought together with the students.

The graphic organizers are tools for visually presenting the ideas of the organizers-participants.

1. Methods and tools for combining information and dividing it into sections, establishing relations and interdependence between the studied concepts (events, incidents, topics). They are:

Cluster, Categorical Table, Insert, B/B/B Table

2. Data analysis, comparative methods and tools:

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Problem teaching is one of the effective teaching technologies in the current education system. Its task is the formation of new ideas and the development of scientific research methods on the student. Educational technologies that focus on problem-based thinking are consistent with the goals of educating a mature person. Using technologies aimed at problematic and critical thinking in literary science is important for the student's free thinking, deep understanding of the main content and idea of an artistic work, and full mastery of literary concepts, the writer and the situations related to his life.

Venn diagram T-table.

Methods and tools for identifying the problem, solving it, analyzing and planning:

“Why”, “Fish skeleton”, “Pyramid”, “Lily flower”, schemes, “How” hierarchical diagram.

Graphic organizers are a tool for visually presenting the ideas of participants.

1. Methods and tools for combining data and dividing it into sections, establishing relations and interdependence between the studied concepts (events, events, topics). They are: Cluster, Categorical table, Insert, B/B/B table

Methods and tools for identifying the problem, solving it, analyzing and planning:

“Why”, “Fish skeleton”, “Pyramid”, “Lily flower”, diagrams, “How” hierarchical diagram, “Case study”

We try to use problem learning technologies in teaching the work of the writer Ch. Aitmatov “The White Ship”.

This work, created by the writer Ch. Aytmatov, reflects the purity of a child's heart, the need for love, and the gifts of mother nature. The hero of the play has never been loved in life, he has no one to lean on, no one to

do good to, except his father. For this reason, he embodies in his imagination the love that he has not seen in his life. He always fantasizes, he always fantasizes that I have a loved one to lean on, and he tries to find what he is looking for from around him, from mother nature. In the same way, the wonderful and pure feelings characteristic of his soul was reflected in the character of old man Momin. The fact that the owner of beautiful human feelings is very difficult to live among people who put himself first is reflected in the relationship between the boy, old man Momin and Orazqul. It is a little more difficult to feel the image of the mother deer and its symbolic properties, the tenderness of the character of the hero, and to understand the main ideal content of the work. The use of the new problem-based educational technology of teaching, which provides an opportunity for students to think freely, serves to master the

subject in depth. In order to create a problematic situation, the teacher must first of all be able to find such situations in the text. Any question is not a problem. One of the unique forms of problem-based education can be cited as an example of “Case study”. “Case study” is derived from the English language, it was formed from the combination of the words case - specific case, study - education,

is an educational method based on the study of specific cases, analysis, and achievement of politically relevant results. Currently, there are many types of cases. Let's use the tabular case in teaching the story “The White Ship”. In order to conduct the case, the groups are required to prepare the training material in advance. First, the class divides the students into small groups and gives them handouts with the Case Study chart.

“Case Study”

A problematic situation.	Causes of problematic situations	Solution of problematic situations
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Then, each group is given the task of identifying the situations they found to be a problem from the educational material, and defining its causes and solutions. The teacher sets 3 minutes for this task. After the allotted time, they will present their prepared case. For example:

1st group:

A problematic situation.	Causes of problematic situations	Solution of problematic situations
Why was the boy always alone and not with other children of the same age?	The environment in the family was not formed properly for the child. He always wanted love and was only busy with his dreams. This caused the child to stay away from people. He was not given enough attention and was not given opportunities to interact with his peers by older people.	It is necessary to show enough love to the child. The child should be with peers in any case. It is necessary to give the child an understanding of true friendship.

2nd group:

A problematic situation.	Causes of problematic situations	Solution of problematic situations
Why doesn't the believer respect the old man, he doesn't respect him.	Even though he was old, he served everyone equally, even the people younger than him. He lost his respect for his excessive respect, modesty and politeness.	In order for a person not to lose his place in society, he should first of all know his own respect.

3rd group:



A problematic situation.	Causes of problematic situations	Solution of problematic situations
Why did the boy throw himself into the hot lake so that he could swim as a fish	The child did not find justice, kindness and love from older people. Old man Momin, the most trusted single person, also cheated on him. He told about the horned mother deer enthusiastically, but attended its slaughter herself. No one treated the child like a child.	It is necessary to show sincere affection for the child. A real family environment is necessary for any child to be happy, happy, and live without needing anything.

After that, each group presents their cases, the problems they found in the educational materials, their causes, and their opinions, which are considered to be the solution to the problem, citing evidence from the text of the work. The teacher summarizes the ideas and evaluates the cases created by each group in terms of content, based on the validity of the ideas and arguments presented. Through this technology, students try to understand the truths given in the work by relating them to the realities of life.

“SHSPS” technology

Purpose of the technology: This technology serves to form the skills of drawing conclusions from general ideas, assimilation of information through comparison, as well as independent thinking skills. It is recommended to use these technologies in lectures (when teaching theoretical materials), reinforcement, when asking about the topic covered, giving homework and discussing the results of practical assignments.

The task can be done in groups and the following table is distributed to the groups. Participants will also receive a handout or textbook based on the events of the play.

SH-Show your opinion	
S-State your reason	
P-Prove with example	

S-Summarize your opinion

The procedure for implementing the technology: let's take it based on M. Daribaev's work "The Gold Ring".

- the final conclusion or idea on the topic is recommended to the participants;

- each participant is distributed papers with the stages of SHSPS technology and it is recommended to write in the following sample:

The hero of the play, Seytjan, entered the rich man's house and had to take advantage of the fact that there was no one in the house and eat the bread on the table. Because he was very hungry. However, is it considered polite for Seytjan to enter a home without an owner? Moreover, he took bread from the table of an ownerless house without asking. These actions can be considered a sign of theft.

Based on the problem situations presented above, write your thoughts on the first line.

Participants may indicate that theft or theft is not considered theft.

Write the reason for your opinion on the second line.

Writes the reason for the opinions expressed by the participants (it can be said that the rich man is jealous, the child is too hungry, or it is a bad habit to enter the house without permission, no matter how hungry he is).

Illustrate your reasons for the third line with examples. Participants will demonstrate the reasons through examples.

In the fourth row, the participants (students) summarize their thoughts based on the problematic events based on the events in the play and express final thoughts.

The relations of the participants are presented individually or in groups. The SHSPS analysis is the basis for quick and effective assimilation of professional-theoretical knowledge by the participants based on practical training and experience.

After the presentation, the leader (teacher) can develop common ideas with all participants based on the ideas of the groups.

For example, it is recommended to use the following exercises when teaching the fairy tale "The Gold Ring" by M. Daribaev.

The "Why" table is a chain of thoughts for determining the initial cause of the problem, which includes ways and tools for identifying, discussing, and planning to solve the problem. This technique develops and activates systematic, creative, analytical thinking.

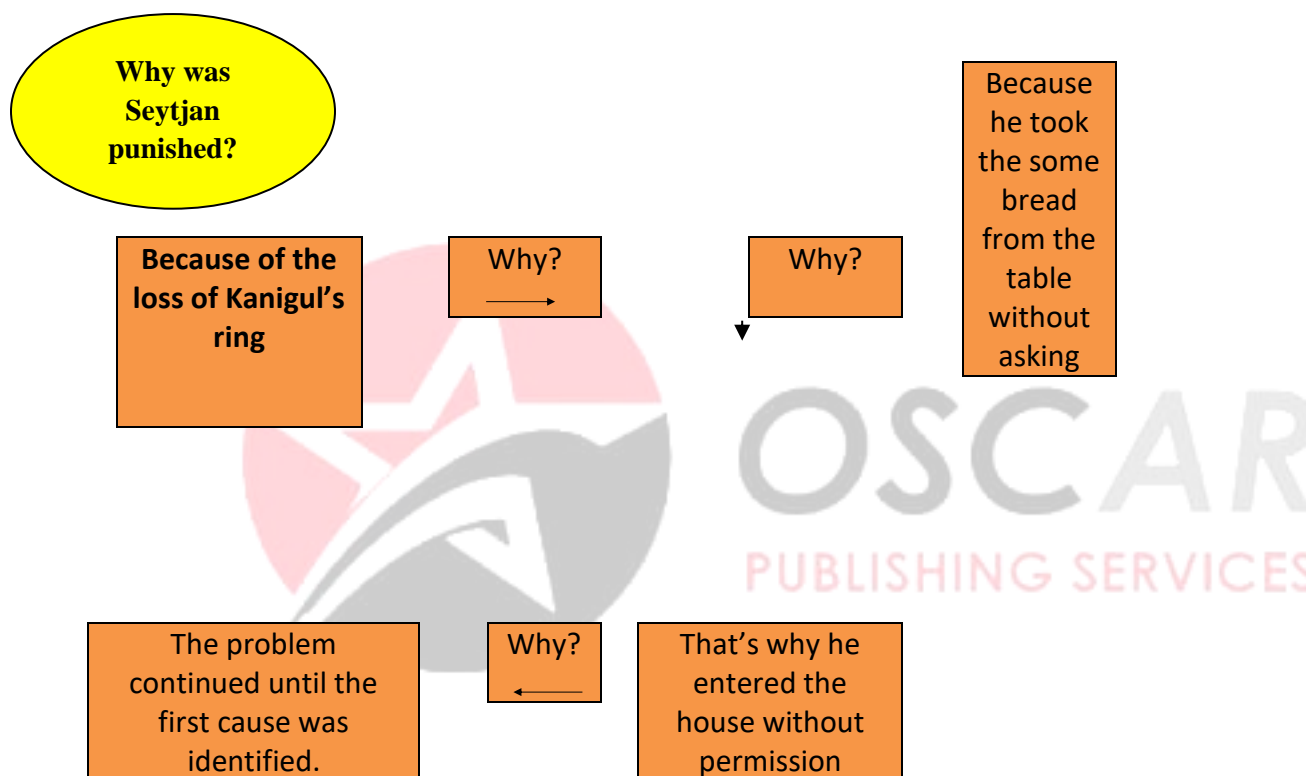
Students will be introduced to the rule for creating a "Why" table. They study the problem individually or in small groups. Ask the question "Why" and draw pictures and write the answer to this question. This process continues until the root cause of the problem is identified. Initially done individually, the participants join small groups, compare data, and fill in their own graphs. Then the general drawing is completed and the presentation of the work results is held.

Rules for creating a “Why” table.

1. Use of circular or quadrilateral views is optional.
2. The appearance of the diagram - the choice of whether the chain of thought and discussion is a straight line or not a straight line depends on the desire.

3. Direction indicators (arrows) determine your search (search): search for the root cause of the problem and determine your direction until you find it.

2. The table “Why”.



A bottom-up, step-by-step How-To diagram is a logical chain of questions that allows you to gain insights and general ideas around a problem. It develops students' systematic thinking, structure creation, and discussion skills.

For it, the participants are united in small groups, compare and complete their drawings. Makes a general drawing.

Participants will learn the rules of diagramming. Creates a diagram individually or in small groups, and the teacher organizes a presentation of the results of the work.

Rules for creating a “How” (“How to do”) diagram.

In many cases, it is necessary not to think about the question “what to do” when solving a problem. Basically, the problem and its solution consist in the

emergence of basic questions such as “how to solve it or how it would be?”, “how”, “how to do”.

Rules for creating a diagram.

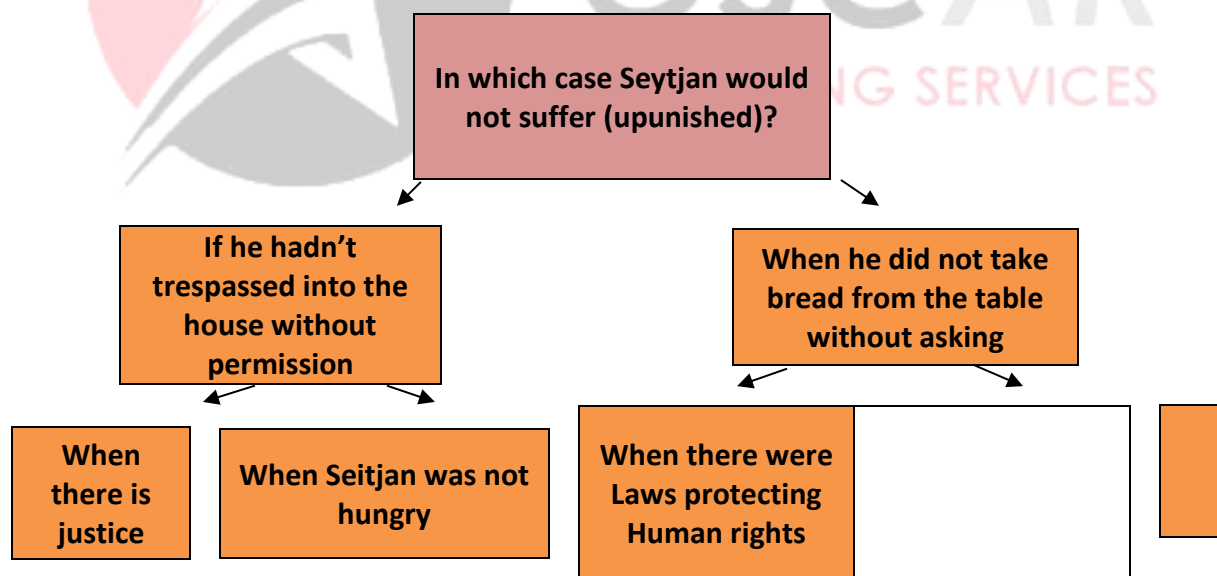
- the solution of the problem is sought not only by the available possibilities, but also by the ways of their implementation;

- defines a system of ideals, which is subordinated step by step from bottom to top.

The lower level of problem solving corresponds to the structure of previous actions.

1. All ideas should be written quickly, without delay, evaluation and comparison.

The diagram “How” (“How to do”).



At the end of the lesson, “Resume” technology is used to consolidate and reflect on the topic.

The purpose of the technology: This technology is aimed at studying complex, multidisciplinary, as much as possible problematic topics. At this time, each of them will be discussed in its own aspects. For example, the problem is studied in terms of positive and negative aspects, advantages and disadvantages,

advantages and disadvantages. This interactive method provides an opportunity for critical, analytical, clear logical thinking and systematic presentation of students' independent ideas and thoughts in written and oral form.

He ate some bread in the house whose owner was not there		Taking ring away without asking her sister	
Advantage	Disadvantage	Advantage	Disadvantage
He was hungry, and got full	Taking without asking		
Conclusion Pupils should write their own conclusions about the work.			

CONCLUSION

In conclusion, the use of modern pedagogical technologies in the teaching of Karakalpak literature increases the quality of education and is important in developing students' activity and directing them to independent and perfect thinking. Problem-based teaching in literature helps teachers develop independent thinking. Today, the use of these technologies in the field of literature, which are widely used in the world education system, especially in the field of economics, and the development of its practical aspects is one of the main tasks of the methodology of teaching Karakalpak literature. Literary pedagogical creativity serves to ensure the aesthetic connection of literature classes.

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