Using Pedagogical Teaching Technologies In Teaching The Letters "ه" And "ى" (Hoyi Havvaz And Yo)

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Abstract: This article talks about the methodology of using modern pedagogical technologies in teaching the topic " ه va ى (hoyi havvaz va yo) harflari " from the science of Old Uzbek writing. The science of old Uzbek writing is currently taught as a specialty subject in the faculties of Uzbek language and literature of higher educational institutions of our country. In this article, we would like to talk about the interactive methods that can be used to open the content of practical exercises on the subject of "ه va ى (hoyi havvaz va yo) harflari" from the science of old Uzbek writing. In order to reveal the content of the article, scientific research works related to old Uzbek writing and literature were used.

Introduction: When selecting teaching methods, it is considered appropriate to base the choice on the didactic objectives of each lesson. Today, the use of modern pedagogical teaching technologies in the field of education is proving effective. **Pedagogical technology** refers to technologies aimed at increasing the efficiency of the educational process and ensuring that learners achieve the planned outcomes. The term *pedagogical technology* corresponds to the English expression **"an educational technology,"** that is, **"teaching/learning technology."** As Buranova notes, "Modern teaching technologies and the methodological approaches associated with them undoubtedly create favorable conditions for forming essential knowledge, important patterns, and many fundamental concepts in future teachers in a relatively easy, deep, and durable way" [Buranova, 2022: 740]. At present, the application of modern pedagogical teaching technologies in education is yielding positive results.

In the subject **Old Uzbek Script**, the effective use of pedagogical technologies while раскрывание the content of practical classes on the topic **"The Let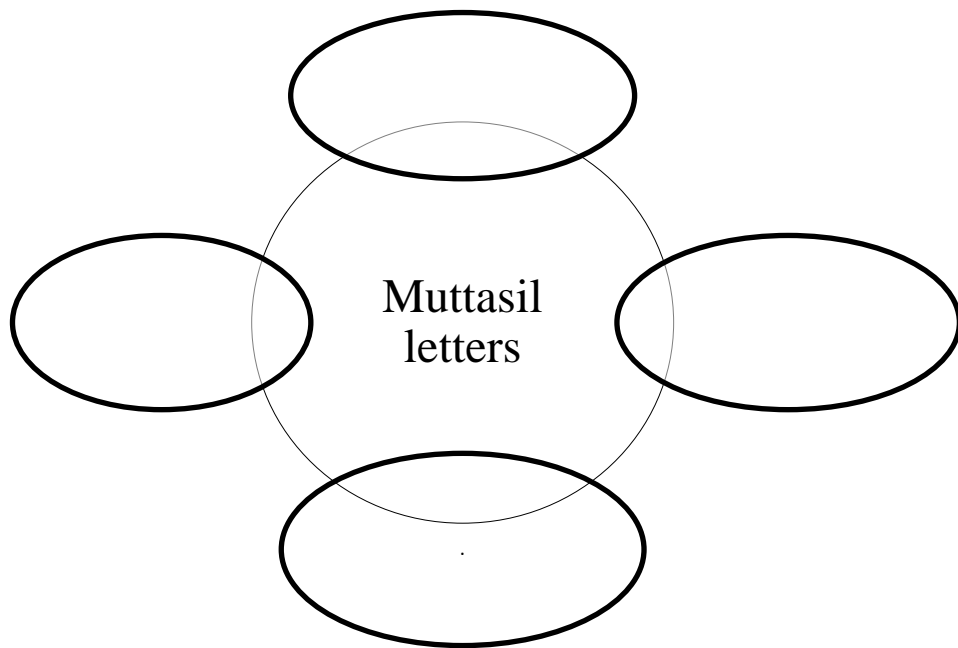ters ه and ى (Hoyi Havvaz and Yo)"** contributes to better learning outcomes for students. In choosing teaching methods, it is advisable to proceed from the didactic tasks of each lesson. In teaching the topic **"The Letters ه and ى (Hoyi Havvaz and Yo),"** the following methods may be used.

Task 1. Venn Diagram

A Venn diagram is used to compare the topics being studied, identify their similarities and differences, and analyze them. The circles in the diagram represent separate objects, while the intersections show their similar and related features. Students are required to present in written form: the individual features of the objects (1–3), their interconnected features (4–6), and their common feature (7).
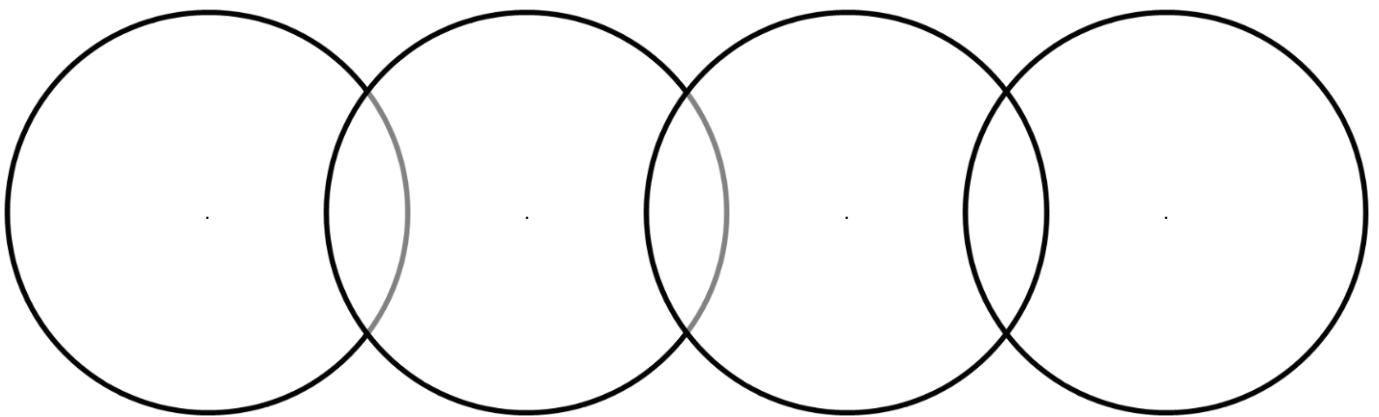
Purpose: to develop students' thinking activity and achieve thorough mastery of the theory of Arabic script.

1. Explain what is meant by **connected (muttasil) letters**.

2. Provide examples of **connected (muttasil) letters**.

3. Write a sentence using **connected (muttasil) letters**.
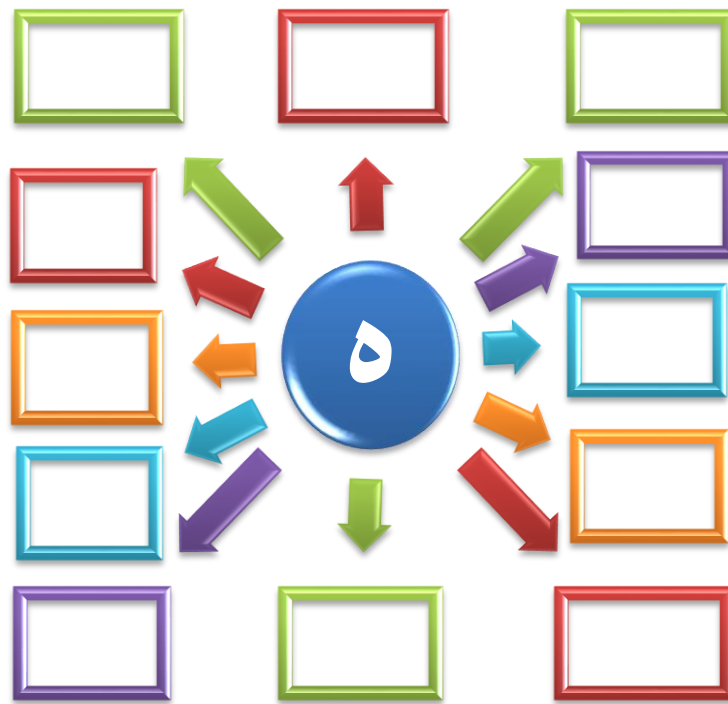
Muttasil letters

1.

1.   Write words using ح and, based on those words, write **proverbs**

Task 3. The CLUSTER Method. The cluster method is a specific form of pedagogical strategy that creates opportunities for students to think freely and openly about a topic and to express their ideas comfortably. Using the cluster method is connected with how the human brain works and processes information. In this approach, students work individually or in groups.

Purpose: to ensure that students' thinking activity remains consistent until they achieve a deep and thorough mastery of the topic. During the practical lesson, students write in the table words that begin with the letters given in the center, based on the information of the assigned topic, and then expand the table by branching the words into a network.

Task 3. "READ THE WORDS" Method. In the "Read the Words" method, students read the words provided in the handout materials and write them in the Latin script. They then make sentences using those words. Purpose: to develop students' reading skills and to teach them to write Arabic-script texts correctly and without mistakes.

چمن، چال، حکم، حاکم،حرجت، خار، درخت،آفتاب، کتاب، مکان، قار، گرد، اگر، اکبر، قرغاق، قرغه، مکتب، سفر، فراق، قراق، سباق،جان، جانان، سنگ تراش ،جسم ، ملک، لقب، سیقل، شرط، شرف، گردش حج، جراح، جراحت، راحت، سباق، سنگ تراش، سیقل، شرط. خط، طلب، خطاط،گرداب، کفت

صبر،صابر، صبا، ضرر،عرض، نظر، ظفر، طبابت،طاهر، طرف اطراف

Task 4. "CREATE A TEXT BASED ON THE PICTURE" Method. In the "Create a Text Based on the Picture" method, students look at the given picture and compose a text in the Arabic script.

Purpose: to teach students to compose texts in the Arabic script and to help them form and write sentences correctly and without mistakes.

Task 5. "READ AND CONVERT" Method. In the "Read and Convert" method, students read the text and convert it into the Arabic script.

Purpose: to achieve error-free writing in the Arabic script and to correct mistakes.

1. No one has ever seen fidelity from the people of this age;
For this age itself is a calamity—how can one expect fidelity from it?
My soul and my life are that moon-like beloved; if

she is unfaithful, what of it? Where has anyone ever seen fidelity from life and soul?

2. If you are faithful, it is because you are a fairy (angelic beloved); Otherwise, who in the world has ever seen fidelity from humankind?
Alas, I have seen nothing from the people of this age but unfaithfulness; No matter what they saw, I remained helpless and astonished, seeking fidelity.

3. Since the petal of fidelity did not bloom in the garden of this age,

It is pointless for anyone to depart this rose-garden seeking fidelity.

Let no one try to obtain fidelity by asking it of another's heart—

For even the one who won my heart showed me no fidelity.

(Ghazal by Alisher Navoi)

Task 6. "MAKE SENTENCES" Method. In the "Make Sentences" method, students read words and form sentences in the Arabic script.

Purpose: to achieve error-free writing in the Arabic script, correct mistakes, and teach students how to construct sentences.

Task 7. Test

1. **What is the "h" sound in the words shoh, panoh, guvoh, kuloh called?**

A. *Hoyi hutti — hoyi ghayri malfuz* (unpronounced h)

B. *Hoyi havvaz — hoyi ghayri malfuz* (unpronounced h)

C. *Hoyi hutti — hoyi malfuz* (pronounced h)

D. *Hoyi havvaz — hoyi malfuz* (pronounced h)

2. **Find the correctly written form of the word "haykal."**

هیکل

حیکل

خیکل

جیکل

3. **Find the correctly written form of the word "sayqal."**

سیقل

صیقل

سعیقل

ثیقل

4. **Find the correctly written form of the word "yo'lbars."**

یولبرس

صربلوی

ثربلوی

صربلی

5. Find the correctly written form of the word "mehribon."

میهربان

میحربان

مخربان

میخربان

6. Find the correctly written form of the word "sehr."

سیخر

سیهر

صیخر

ثیهر

7. Find the correctly written form of the word "sayohat."

صیاحت

سیاهت

ثیاحت

سیاحت

8. Find the correctly written form of the word "hamisha."

همیشه

حمیشا

خمیشه

همیشا

9. Which sounds does the letter "yo" represent?

A. i,y,e

B. y,u,i

C. i, u, o

D. y, i,e

Task 8. Brainstorming Method

Questions:

1. Define the letter ه (hoyi havvaz).

2. Describe the distinctive features of the letter ه (hoyi havvaz).

3. What words and syllables can you form using the letters studied so far?

4. Explain how the letter ی is written at the beginning of a word.

5. Give examples of how the letter ی is written in the middle of a word.

6. Give examples of the letter ی occurring at the end of a word.

7. Speak about the distinctive features of the letter ی.

CONCLUSION

In conclusion, today it is no secret that "innovative educational technologies and interactive lesson formats have entered pedagogy and the teaching methodology of all subjects as foreign experience. Forms of innovation include: new ideas, clear goals aimed at changing a system or direction of activity, non-traditional approaches, unusual initiatives, and advanced working methods" [Sayidahmedov, 2003: 56]. If the methods mentioned above are used in teaching the subject Old Uzbek Script, particularly when covering the topic "Hoyi havvaz and the letter yo," lesson effectiveness will increase. Students will not become bored during practical classes; they will be encouraged to work on themselves and will also engage in self-assessment. "Applying modern teaching methods leads to high effectiveness in the teaching process. While preserving the traditional lesson format, enriching it with a variety of methods that activate learners' activity results in an increase in learners' level of mastery." [Do'stova, 2022: 570]

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