

USE OF INNOVATIVE TECHNOLOGIES OF EDUCATION IN TEACHING THE SAMPLES OF CLASSIC LITERATURE

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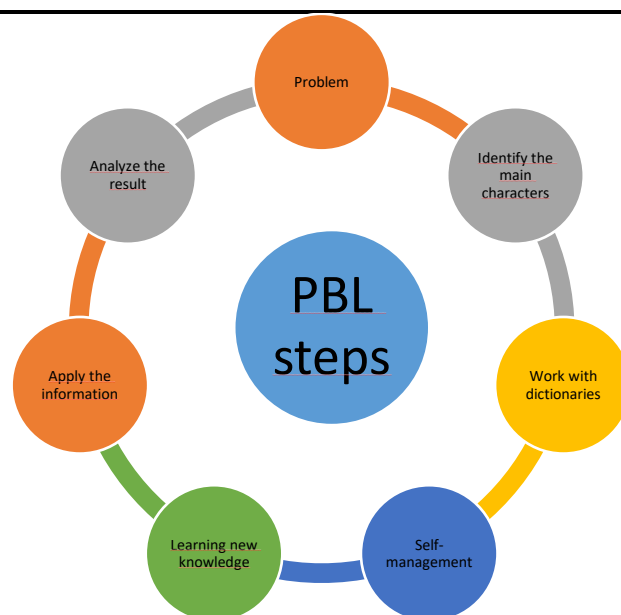
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Abstract:

In this article, one of the modern methods in the lesson is teaching based on PBL and "Case-study", the importance of finding a solution to problem situations, using memorization methods in the educational process, the "Saddi Iskandari" epic and its teaching method in the school textbook, teaching comments on effective methods are presented.

Keywords: "Saddi Iskandarii" epic, PBL and "Case-study", symbol and icon, QR code tasks, problem question.

Inculcating examples of classic literature in the minds of students in creative and general education schools requires great skill from the modern teacher. Every student should develop the ability to deeply analyze a classic text (lyrical or epic), to understand its inner and outer, symbolic and figurative meanings. The analysis of classic works requires a lot of work and skill from the teacher and the student. Therefore, the students understand the beauty of the art of words, they can perceive the inner essence, not the image, feel the artistry of the work and understand the ideological content. The use of a number of interactive methods in the educational process is highly effective in making students interested in lessons and enlivening them. In other words, one of the modern methods, PBL, can be used in the lesson. P-problem, B-based, L-learning. So, studying problem situations in a discussion way.



A problematic situation is imposed on students when studying classical texts. It is appropriate to use the ghazals of Alisher Navoi, Babur, Ogahi, Nadira and other poets in the process of artistic analysis. The students will be asked the following problematic questions on the study of examples of classic literature.

Expressive reading of classic lyric works (ghazal, rubai and musammat).

Create an arrangement of the ghazal, determine its theme and idea.

Analyze matla, makta and shahbayt in ghazal

Create and annotate dictionaries of obscure words.

Analyze the verbal and spiritual arts.

Such interesting processes can be conducted by students in groups or individually. During the lesson, the student tries to apply the acquired knowledge and skills in



practice. In the process of re-reading a given poem, he begins to understand its meaning. A student will focus and puzzle over a problem, learn to find a solution, and develop a sense of confidence as a result. They learn that such problematic situations are not complicated and how to get out of a difficult situation. It would be correct to implement such methods in the course of learning a classic text in literature classes. Analyzing the lyrical legacy of great figures of classical literature is highly effective. Using such discussion methods in lessons teaches the student to think independently and to develop the ability to hold his own in front of the team. If the student can independently analyze the essence of lyrical samples, he will have knowledge and skills that he will never forget.

The use of "CASE-STUDY" technology to find and remember solutions to problem situations during the lesson also gives a high result. "Case study" is a combination of the English words "case" - concrete situation, event, "study" - to study, analyze, education, and is an educational method based on studying concrete situations, analyzing them and achieving socially significant results. This method, unlike the method of problem-based education, is based on making clear decisions based on the study of real situations. If it is used as a way to achieve a certain goal in the educational process, it has a methodological character, and if it is carried out step by step in the study of a process, based on a certain algorithm, it reflects the technological aspect.

The algorithm for solving cases in training sessions is as follows:

1. Assignment. Can you formulate a complex reasoning that always elicits a positive response?
2. Teacher's introduction. Asking the main questions
3. Divide students into small groups of 4-6 people. We will divide a group of 24 students into 4 small groups of 6 students.
4. Organizing students' activities in micro-groups. Interpretation of three of the ghazals on the given topics will be distributed to the groups.
5. Organization of micro-group discussion questions and answers. The given answers are explained by the teacher.
6. The teacher's conclusion, opinion about the solution to the situation.
7. Evaluation of students.



When solving cases, the teacher should guide students and use their activity, arouse interest in the problem being solved. The use of cases in the educational process forms the following necessary qualities in students:

- develops the ability to think independently and creatively;
- teaches to be truthful;
- helps to formulate a new problematic situation;
- when solving situations, it allows to take into account the presence of factors affecting it and their impact;
- develops the ability to accept the opinion of others;
- creates a culture of questioning;
- educates a sense of responsibility for the decision made.

When solving cases, it is necessary to pay attention to the following: identifying the main problem and the factors affecting it, distinguishing the main and secondary factors, considering the alternative solution to the problem, and making the most optimal decision.

The application of this technology in the process of studying and analyzing Alisher Navoi's epic "Saddi Iskandari" given in the 10th grade literature textbook of general education schools, published in 2022, also gives a positive result. As we know, Alisher Navoi's epic "Saddi Iskandarii" is included in old and newly published school textbooks. Chapters XXXIX, XL, XLI of the epics are presented in the first part of the literature textbook published by Baqijon Tokhliyev, Bahadir Karimov, Komila Usmonova in 2018 for the 11th grade students of secondary schools. In the program created for this textbook, a total of 6 hours is allocated to study the life and work of Alisher Navoi, the epic. In the new generation textbook published by Zulkhumor Mirzayeva and Kamil Jalilov in 2022 for the 10th grade students of general education schools, chapters XXV, LXVIII, XXV are presented with prose descriptions and 4 hours are allocated in the program. This epic is considered to be the largest epic in terms of volume and complex in terms of structure within "Khamsa". We witness the philosophical and mystical interpretation of reality in the epic. We will achieve our goal only if we correctly convey the outer and inner meanings of its content to the students. It is also worth paying attention to the symbolism of the characters in the epic. In the first 1 hour, Alisher Navoi's literary



heritage and Khamsa traditions will be introduced. In the next lessons, knowledge and skills related to working with the text of epic fragments will be formed. Chapter XXV about the loyalty of two friends to each other and Alexander's march to the Kirvan region, his bravery in building a wall to free his people from the Jugs, wisdom and stories are included in the textbook. In this research, we thought it would be good to mention the ideas about the use of advanced technologies in explaining the epic of "Saddi Iskandari" to the students. A summary of the epic is introduced in the new textbook. Before the excerpts from the epic "Saddi Iskandarii" were given, the following task was given.

Analyze:

What qualities of Alexander can be observed in the description of the main events of the epic? What goals do you think Navoi had by instilling these characteristics in the main character?

As we know, in previous textbooks, questions and tasks were given at the end of the topics. In the new textbooks, questions and assignments are included in the topics. This means a new creative approach to explaining the topic. It is necessary for students to know the skills of correctly analyzing the given question, finding a solution to the problem, and expressing their thoughts individually and together with groups. Pupils express their opinions and Chapter XXV of the epic given in the textbook is read expressively by the pupils. Among the texts of the epic, we see the following tasks.

Remember:

Who was Genghis Khan? What terrible consequences did the conflicts between Genghis Khan and Khorezmshah have in history?

Analyze:

What similes and metaphors did the poet use to describe Genghis Khan's tyranny? How important are these image tools in revealing the idea of verses?

Consider:

How do you explain the author's reason for describing the film about two friends in Genghis's dream?



Students can be divided into small groups of 4-6 people to complete these tasks. Intergroup debate responses are analyzed. It is possible to observe the development of creative, logical thinking and speech skills in the student. After reading chapter XXV of the saga about two loyal friends, the textbook will work on the questions given at the end of the chapter.

1. How do you rate the loyalty of two friends?
2. Why do you think disagreements between Genghis Khan and Khorezmshah are given place in the epic? What can this conflict have to do with the relationship between Alexander and Darius?
3. Iskandar's "Is there a rule that is acceptable and beneficial to all against poverty and war?" Aristotle answers this question: "There can be both benefit and harm from conflict. As long as there is no possibility of solving this case without a fight, then it is right if he decides to win if he can win over the enemy. But if he feels that he is not strong enough, it is better for him to be content with advice."

Do you think Aristotle's ideas can be accepted for today?

Students' knowledge is strengthened through such a series of problem assignments. The questions are answered by students and the chapter is concluded. A lot of stories and proverbs are written in our fiction about friendship and loyalty to a friend. "It is known that the more information the reader has about the nature, interests, and life of the author when studying an artistic text, the more perfect his study of the work will be. Especially, if similarities are discovered in the student's personality and character with the author of the work, love for the writer will appear in the student's personality. The story of the two loyal friends in the textbook, the negative consequences of the differences between Genghis and the Khorezmshahs in history, will not fail to make an impression on the reader.

In the epic "Saddi Iskandarii" the concept of friendship and loyalty to a friend is highlighted at the heart of the story. When the people of the world were devastated by the enmity of the two kings to each other, due to the zeal and harmony of the two dervishes and their readiness to sacrifice their souls to each other, the blade of enmity was lifted from the heads of the people of the world. If a person loves friendship, this story will be an example for him forever. In the eyes of the great poet, true



friendship is also a sign of perfection. The poet says, "If they are loyal on both sides, they will reach their soul with a little kindness." He praises the manners of friendship and brotherhood, and urges to fulfill the duties and rights of a friend. In this regard, great reforms are being implemented in our country. Positive conclusions about friendship and fraternity are formed among the students.

Chapter LXVIII, which tells about the fact that the people of the Kirwan region complained about the oppression of Yajuj and made a plan to surrender to stop his calamity, when Alexander decided to go to Rome after the conquest of the Maghrib, is also read expressively by the students, and the questions between the texts are the following questions It is analyzed according to the "CASE-STUDY" technology.

Why did Alexander order the destruction of anteaters?

Is it fair for him to treat his captives this way?

How do you evaluate the task of Devsifat and the request to the king?

Notice the image of the gold-silver mountain road?

What might Navoi be referring to through the difficulties in this address?

What tools does Alisher Navoi use to describe Gog-Magog and their living space? To what extent do these tools help to visualize Gog-Magog?

What policy do you think Alexander will use against the tyranny of the barbarians?

Consider:

What do you think is the idea behind Gog-Magog's defense tactics?

What areas of experience of that time are summarized in the pictures related to the construction of the Alexander Wall given below?

What is the ultimate power to destroy evil?

In addition to these questions, at the end of the lesson, a number of questions will be asked as homework in the form of "Let's discuss".

In the analysis of the questions, students are encouraged to develop such skills as not being indifferent to news, being able to express their opinion independently, feeling responsible, and developing communication skills. "Analysis is the process of dividing the studied text into parts, analyzing and synthesizing it based on laws and rules. Interpretation is a process aimed at expressing the direction of meaning, artistic and aesthetic idea of the text. But they are inextricably linked." By avoiding



superficial interpretations in the analysis of the text, we will bring up the true essence of the subject to the reader. We can educate young people who will build the foundations of the third renaissance of New Uzbekistan only if we consider every lesson sacred and approach it with great preparation, thinking, and knowledge. The morale of the student who understands the text of the work will change in a positive direction.

"Nowadays, there is a time-related barrier in front of Navoi and today's student, in which the teacher can be a bridge through teaching skills. Time has led to differences in social life, such as language, history, and culture, but topics that illuminate the eternal, eternal understanding of man and views on goodness are always close to the reader's heart.

Both analysis and interpretation in literature classes should first of all connect with the heart and emotions, and the topic raised should please the student. Even in our daily life, events that affect our emotions are well remembered. Then we will achieve the harmony of education and training."

In addition to the given questions, at the end of the lesson, the following questions are given as homework in the form of "Let's discuss".

1. What kind of character do you think Alexander is? Alisher Navoi is a character

What do you want to express? Find places in the play that reveal the character of the main character.

2. By creating the image of Alisher Navoi Iskandar today

What global problems does it pose?

3. Between the stories in the chapters we read from "Saddi Iskandarii".

What is ideological harmony? Which stories are you from? more impressed? What for?

In the writing of the new textbooks, the best experiences of international and national literary education were relied on, and in order to increase the importance of literature as an art, interpretations of the work in cinema, visual arts, theater, and radio were reflected in the textbook through QR codes. Through this, students study the same work based on different approaches. The textbook contains questions aimed at developing students' creativity, critical-creative thinking, and artistic thinking.



Taking into account that information technologies are developing day by day, providing students with computerized tasks is an important aspect of the textbook.

Watch the play "Iskandar" based on the epic "Saddi Iskandarii", staged at the Uzbek State Drama Theater named after Abror Hidoyatov. Pay attention to the interpretation of the characters of Alisher Navoi and Iskandar in the play. In what ways is Alexander on stage different from Alexander in the epic? Why do you think the character of Alisher Navoi was included in the play?



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Thoughts on the analysis of the epic in the lesson Finding signs of perfection in the image of Alexander awakens in the student a feeling of love for the characters and helps to form positive qualities in them. Students fully understand the ideological content of the epic. They learn to draw correct conclusions. The ability to read and understand Navoi's works is formed. Literature teachers fully achieve their original goal.

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¹ The play "Iskandar" staged at the Uzbek State Drama Theater named after Abror Hidoyatov