

USE OF MODERN PEDAGOGICAL TECHNOLOGIES IN TEACHING CLASSICAL LITERATURE

Atayeva Zamira Raximberdiyevna

A high-class native language and literary science teacher at the
Ogahi Creativity School

Abstract: This article discusses the problematic aspects related to the use of pedagogical technologies and interactive methods in classes of classical literature, improvement of programs of mother tongue and literature subjects of general education schools.

Keywords: pedagogical technologies, interactive methods, integration.

INTRODUCTION: In today's pedagogy, teaching to learn is becoming more important than teaching. Until recent years, our national pedagogy considered the most appropriate way to teach students the existing knowledge acquired by mankind. In this, the existing knowledge is absorbed into the mind and thinking of the student. In this process, knowledge is readily available in the literature, and its acquisition is satisfying for both students and teachers. But this does not imply a creative approach to students' understanding of the essence of issues and events, only memorizing existing knowledge and putting it into practice is considered the main goal of this type of pedagogy.

MATERIALS AND METHODS: Eastern pedagogy and educational practice, on the basis of its vast experience and traditions of a long time, is a natural process of educating today's people, especially the young generation, as people who are able to solve the problems of the time with a spiritual approach, relying on the teachings of their ancestors, and to mature in the spirit of responsibility.

In Uzbekistan, the leading task of the education sector is to raise our children from a young age into a generation that honors their national traditions and recognizes universal human values as the highest truth. In our country, the necessary legal bases and necessary conditions have been created for the future generation of the nation to mature as worthy heirs of their great ancestors. This, in turn, will ensure the development of individuals with spiritual and intellectual potential in the country, thereby guaranteeing rapid development of the country [1].

RESULTS AND DISCUSSION: In our opinion, the expected result cannot be achieved without strengthening the processes of integration between the types of education in the education system, especially in the pedagogical education system, without coming to certain conclusions about its optimal solutions. And integration processes between types of education take place by ensuring the principles of interrelationship, coherence and continuity in a very large system, from the country's educational structure to management mechanisms and science programs. This is a very complex and systematic process. Although much is said about this process in educational sources, when it comes to implementation, there is a lack of structure and a mismatch between theory and practice.

We can see that in the following years, the issue of coherence is provided in form in the mother tongue and literature science programs of general education schools to a certain extent. But when it comes to the content, there are cases of stretching and compressing the content of the program rather than coherence [2].

In general, it is necessary to fundamentally revise the issue of teaching theoretical information of linguistics to students. In our view, it is necessary to strictly define the level of grammar standards that should be given to students. Because language is a phenomenon of practical importance, its grammatical norms do not always serve the main goal of language learning - to convey the idea to the listener fluently and clearly. In other words, the fluency of human speech does not depend so much

on mastering theoretical information of linguistics and good grammar. As long as the goal of learning the language is to convey the idea to the listener in quality, and the knowledge of grammar does not serve it to that extent, it is appropriate to reduce the level of learning grammar. Mother tongue programs in secondary schools should be reconsidered from the same perspective. We think that in the program that is supposed to be improved, it is necessary to sharply reduce the provision of theoretical information to students, and instead to focus on practical aspects related to the improvement of students' word processing skills. For example, "Mother Tongue" textbooks in the 6th grade "Journey to the property of words", in the 7th grade "Elegance of the artistic word", in the 8th grade "The magic of the classic word" in the 8th grade, and in this regard, the work of students on the word is in accordance with the intended purpose of teaching the science of linguistics.

Systematic study of examples of literature from the past begins in primary grades. At the school, students get acquainted with the exemplary realities and thoughts of writers through their pictures and educational texts. During our research, we have witnessed a number of unique experiences of teachers at this stage. Summarizing and improving them, we classified them as follows:

1. Classic authors included in the textbook are introduced to children through their pictures. Yusuf Khos Hajib, Alisher Navoi, Babur, Munis, Ogahi, Uvaisiy, Nadira, etc., are featured in the textbooks of several generations. "It has a special educational value. Because pictures are not just views, images, but also works of art. They reflect the artist's love for writers. The love and respect awakened by these pictures instills in children a sense of respect for the works of writers" [4].

2. By studying the stories, narratives, excerpts from the classic writers published in the "Reading Book" after independence, children will enter their life, creative activity, enlightenment, and spiritual world. For example, the current 3rd grade textbook [5] contains nine texts related to classical writers, including Alisher Nawai, Babur, and Ibn Sina. At the same time, examples of hadiths are given in two places. In the 4th grade textbook, there is also a narration about these characters and Mahmud Pahlavi, and examples of hadiths are included for reading.

CONCLUSION: Of course, the materials related to classical literature included in this current program are recommended as a result of specific research. But as in everything, it does not claim perfection, so there will be a need for improvement and updating.

REFERENCES:

1. Selevko G.K. Modern educational technologies.-M.: Pedagogy, 2010, -146 p.
2. Bepalko V.P. Components of pedagogical technology. -M.: Education, 2019. -231 p.
3. Krivykh S.V. Cluster approach in professional education / S.V. Krivykh // Academy of Professional Education. -2014. -No. 3-4. -p.7-13.
4. Yoldoshev Q. Scientific and theoretical foundations of teaching literature. - T.: Teacher, 2016. - 192 p.
5. Kadyrov V. Scientific-pedagogical foundations of teaching classic literature examples in general schools: Ped. science Ph.D. ... diss. Namangan, 2019. - 260 p.