

APPLICATION OF INNOVATIVE PEDAGOGICAL TECHNOLOGIES IN LITERATURE CLASSES

Usmanova Svetlana Negmatovna

Chief of the Department of Languages, Academic Lyceum

Samarkand State Institute of Foreign Languages

Abstract: The article deals with a brief analysis of the significance and application of innovative technologies in the educational process of the organization of information and communication, problem-research, cognitive, and the use of the squain method, which contribute to the formation of an active, creative personality in the future.

Key words: Pedagogical technologies, innovation, conceptuality, cinquain.

Аннотация: В статье рассматриваются краткий анализ значения и применения инновационных техно-логий в образовательном процессе организации информационно-коммуникативный, проблемно-исследовательских, познавательных, применения метода сиквейна, которые способствуют формиро-ванию активной, творческой личности в будущем.

Ключевые слова: педагогические технологии, инновация, концептуальность, синквейн.

In recent years, the development of new ways and methods of education and pedagogical technologies, which promote individual development of personality and self-determination in professional activities of students, has become urgent. The creative activity of students is of great importance for aesthetic development and shaping of their personal qualities, spirituality, creative individuality, and intellectual and emotional wealth. In this process, the use of new technologies and teaching methods are developed for the development of their potential for self-realization in the future [7].

Therefore, the use of innovative technology in recent years has contributed to the development of active, creative individuals in their field of study, who are able to independently analyze and adjust learning activities. Pedagogical technology can be described as a model for planning and organizing learning activities to ensure that students and teachers learn together. In recent years, more and more attention has been paid to innovative schools which are based on innovative ideas and technologies and represent a new level of educational practice. They are characterized by the following qualities [5]:

- Innovation - having innovative original author's ideas and hypotheses in relation to pedagogical activity.

- Alternativeness - distinguishing the components of the teaching and learning process from existing traditional educational institutions.

- Conceptual importance - the use of philosophical, psychological, social, and pedagogical scientific foundations in the activities.

- The systematic and comprehensive nature of the learning process.

Currently, various pedagogical innovative approaches are widely used in educational activities, such modern educational technologies include developmental learning, problem-based

learning, collective learning system, theory of the resolution of invention-related tasks, application of research methods in learning, various projects, application of game methods, role-playing, business, team teaching methods, information, and communicative teaching methods, etc. [2, 4]. According to many authors, the use of information and communicative teaching methods makes the learning process more interesting and exciting, making it possible to virtually accompany the practical work. When conducting classes, many teachers use the information and communication method at various stages, for example, when explaining new material, when consolidating new material, etc. The use of this method helps to activate the memory and speech of the students. Thus, the use of new modern pedagogical technologies helps to intensify the learning activities of students, and by applying innovative technologies the teacher achieves better results [3, 6]. Innovative technologies can be considered as developmental learning technologies, as a tool of the educational process develops students' creative attitude towards practical activities. In this process, the pupil is the subject of the educational process, in the role of a researcher. The intellectual and cognitive process has a special place in the organization of the learning process, in which students strive to learn new knowledge and broaden their horizons. New technologies of developmental learning depend on the formulation of learning tasks, which are the unit of pedagogical action, the aim of which is the acceptance of the task by the pupil. In general, the learning process consists of the cooperation and participation of the learners or learners and the teacher. In this process, the task of the teacher is to develop the students as a subject of the educational process with positive cognitive goals [3]. To improve the quality of teaching, a teacher should take into account the psychological characteristics of students and use different methods of teaching. At the same time, the use of innovative technologies helps students to achieve success in cognitive activity and development of creative skills. When conducting problem-research lessons, students should independently pose a problem and find a solution, be able to construct the best option. These methods help students to identify the problem and the main point of the text, to be able to analyze it, and draw the right conclusions. The use of these methods in literature lessons encourages students to hypothesize and express their own opinions [8]. When organizing a lesson, the topic of the lesson can be structured as a problematic issue and require a comparison of problems, using antagonists and like-minded people, for example, Luka and Satin, or who is more right in the argument about the man: Gorky or Derzhavin? Or the use of project technology is also considered relevant, where pupils and their capabilities are at the center of the project. This method analyses students' participation in research activities, their ability to create projects, gather relevant and purposeful information, their ability to observe, etc., and finally their ability to draw appropriate and correct conclusions. Analysis of the observations done shows that the use of methods of creative projects in literature lessons contributes to the development of students' creativity. For example, working on the project "Multigenre reading of M. Tsvetaeva's Poems" («Разножанровое прочтение стихотворений М.Цветаевой»), students wrote different creative works: a linguistic analysis of the poem "Chopped ashberry" («Рябину рубили»), essay on the poem "to Grandmother" («Бабушке»), interpretation of the poem "Poem Growing..." («Стихи растут...»), own poem on the work of M. Tsvetaeva 'Time to take the lantern off' («Пора снимать фонарь»), a study on the poems 'You are coming to me as a passer-by' («Идёшь на меня прохожий») and 'I keep repeating the first verse' («Всё повторяю первый стих») [3]. This approach of using creative projects in the literature lessons helped to achieve the learning objectives set for the teacher to teach students to carefully read and comprehend the poetry of M.I. Tsvetaeva, to develop an interest in M.I. Tsvetaeva's poetry, a love for literature, and reading, to cultivate moral qualities of students through the art of the word, to learn different kinds of analysis of the poetic text, to develop logic and aesthetics of thinking. In the development of critical thinking a special place is given to the widely

used method of the cinquain, through which students can briefly and concisely tell the information, to express feelings and thoughts in a short and correct way. Thus, one of the priorities of education is the innovative approach and skills of the teacher, generally reflecting as an innovative experience [5]. The teacher should be able to introduce new and innovative in the organization of the educational process in order to achieve the desired results. The use of these innovative methods contributes to the development of students to independently pose a problem, find a solution, and make appropriate conclusions, the development of creativity. The use of modern methods in teaching and learning presupposes methods and methods of teaching which are able to ensure productive activities.

REFERENCES:

1. Апатова Н.В. Информационные технологии в школьном образовании. - М.: Просвещение-АСТ, 1994. - 362 с.
2. Бахвалов В. А. . Методики и технологии образования. Рига, 2009
3. Боголюбов В.И.. Педагогические технологии: эволюция понятия. Издательство «Просвеще-ние», 2011
4. Беспалько В.П. Педагогика и прогрессивные технологии обучения. - М., 1995.
5. Гин А.А. Приемы педагогической техники: Свобода выбора. Открытость. Деятельность. Обратная связь. Идеальность: Пособие для учителя. - М.: Вита-Пресс, 1999.
6. Головина Л.М. Активизация познавательной деятельности учащихся. - М.: Проспект, 2003. - 242 с.
7. Дичковская И.М. Инновационные педагогические технологии. - К., 2004.
8. Никишина И.В. Инновационные педагогические технологии и организация учебно-воспитательного и методического процессов в школе. Издательство «Учитель», Волгоград, 2008.
9. Ergashevich S. S. Bio-Social Need To The Study Of Lexical Meaning //Journal of Positive School Psychology. – 2022. – Т. 6. – №. 9. – С. 4771-4777.
10. Шодиев, С. (2021). Синтаксическая деривация терминов. Иностранная филология: язык, литература, образование, (2 (79)), 70-74.
11. Шодиев С. Э. Парафразалар ва уларнинг деривацион хусусиятлари //Хорижий филология. – 2017. – Т. 2. – С. 246-250.
12. Mizrobovna O. M. SYNTACTIC SEMANTICS OF THE INFINITIVE IN THE POSITION OF NON-NUCLEAR DEPENDENT COMPONENT //Open Access Repository. – 2023. – Т. 9. – №. 11. – С. 163-166.
13. Mizrobovna, O. M. (2023). EFFECTIVENESS OF USING REALIAS IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (IN THE EXAMPLE OF BRITISH ETNOGRAPHIC REALIAS). *Gospodarka i Innowacje.*, 32, 23-26.
14. Oblokulova M. M. SYNTACTIC SEMANTICS OF THE INFINITIVE WITH DEPENDENT COMPONENT //International Journal of World Languages. – 2021. – Т. 1. – №. 5.
15. Daminov, N. (2023). VIEWS ABOUT SIGHT TRANSLATION AND SIMULTANEOUS INTERPRETATION. *Молодые ученые*, 1(21), 34-36.
16. Daminov N. K., Yuldoshova N. Y. DIFFERENTIAL PRINCIPLES OF NEOLOGISMS AND REALIA //GOLDEN BRAIN. – 2024. – Т. 2. – №. 1. – С. 291-294.