

IMPROVING THE METHODOLOGY OF TEACHING FOLKLORE THROUGH INTEGRATIVE LEARNING**Mambetkarimov Dastanbay**Researcher of Karakalpak State University
the Republic of Uzbekistan and Karakalpakstan**Abstract**

This article considers the problem of the formation of innovative competence of future teachers based on digital technologies. The content of the concept of "innovative competence of the future teacher" is specified as a component of professional competence, which ensures the innovative level and quality of the educational process, the embodiment of the actual and potential abilities of its subjects.

Key words

competence, reflective competence, development of reflective competence, competencies, innovative competencies.

In the world, research is being conducted in the directions of improving the scientific-theoretical, aesthetic and practical methods of pedagogy theory and teaching methodology, introducing innovative technologies into the training-educational system of pedagogy, defining the content of teaching-education and working out its dimensions. The rapidly developing and changing of the world's pedagogic science has led to significant changes in the educational system of our country in the process of globalization. This made the need to improve the educational process in terms of modern technologies, to determine the optimal orientations for updating the content of state education, to make productive use of national and foreign experiences, to improve the scientific-theoretical, practical, aesthetic and methodical aspects of education in the theory of pedagogy, to support strategies focused on deepening the knowledge of young people in the pedagogical educational institutions.

In the literature class, dictionary notebooks are placed to increase pupils' oral and written vocabulary. In the literature lesson the vocabulary notebooks are held to improve the oral and written lexicon of the pupils. On the vocabulary notebook, the words and figurative expressions which are unfamiliar to the pupil are written, and help to increase the vocabulary of the pupils. In the process of learning literary works, the vocabulary notebook helps to understand a lot of incomprehensible words that are met in the literary works and to use them in given places. Some teachers limit with writing words that are not familiar to the pupils or that are met for the first time in their dictionary notebooks. This is not enough. If every student is reminded to write down the synonyms, homonyms and figurative words in the works learned in the class on their dictionary notebooks, the pupils can do this. This has an impact on the development of pupils' oral and written vocabulary. The teacher should demand that the pupils use the words written in the dictionary in their oral and written speech. It will give a good result if the teacher checks the dictionary notebook of the pupils once in two weeks, evaluates and gives necessary instructions in time, and shows a student who knows his notebook well as an example to other pupils in the class.

When learning the program, the teacher should pay attention to three issues: 1. The quality and artistry of the program. 2. Procedure for learning the program. 3. In the literature handbook, the sequence of the folklore, its content, should be fully explained in the literature program prepared for the senior classes. It is necessary that the folklore works selected in the Karakalpak literature program should be suitable for the educational activities of the school. The materials should be interesting to the pupils, taking into account the age characteristics of the

school pupils . The selected works from the ideological and artistic point of view must be included in the program.

In this section, the some shortcomings in the textbooks were identified. First, the materials included in the textbook fully meet the methodological requirements.

One of the most important issues is the teaching of Karakalpak folklore presented in the Karakalpak literature program for the senior classes with the types of lesson. It is necessary to note the tasks of the teaching problems as a main type of organizing the teaching process. In order to have a high-quality and effective lesson in the teaching of such Karakalpak folklore, it is necessary to observe the following methodological requirements:

Karakalpak literature textbook for pupils is in accordance with the state educational standard and curriculum, and is equipped with a system of knowledge and skills of pupils. The purpose and tasks of the lesson according to the state educational standard and study program, its primary and secondary issues are clearly defined;

Educational, training and motivational goals and their unity should be preserved in the teaching of Karakalpak folklore. In the course of teaching literature, it is necessary to educate pupils in the spirit of general humanness and national values, to inculcate in their minds the national idea and the ideology of impartiality;

It is necessary to explain the history of our people through the teaching of Karakalpak folklore, and inculcate in the minds of pupils a sense of pride for their homeland and people. Also, during the lesson, it is necessary to have a personal relationship with each student, to ensure working individually with attentive, talented and passive pupils, to accustom young people to search for knowledge on their own, to acquire knowledge on their own, and to encourage free thinking, to develop their thinking and sensitivity in the course of the lesson.

In the senior classes, what are the types of lessons in the teaching of Karakalpak folklore, their structure is structured accordingly. The structure of each lesson is determined in according to the aim of the lesson, didactic tasks, applied methods with visual, technical tools, age and personal characteristics of pupils, the type of the pedagogical technology used in the lessons, the place where it will be held, and the skills of the literature teacher. Some of them may expand or narrow, and the use of teaching methods, tools, and methods may change in places and services. That is why newly development of modern lesson types and their structures are among the main tasks of national pedagogy.

In the senior classes, the differences in the lessons of the teaching of Karakalpak folklore are clearly visible during the lesson. For example, the content of the mixed lesson consists of the sections such as the subject, type, and methods of the lesson; the purpose of the lesson: educational, educative and development; equipment of the lesson: textbook, methodical works, scientific works, demonstration tools. The course of the mixed lesson consists of 5 steps: 1. organizing; 2. asking for homework, 3. explaining the new theme, 4. reinforce the new theme, 5. Giving homework. The content of the joint lesson consists of the subject, type, and methods of the lesson; the purpose of the lesson: educational, educative and development; equipment of the lesson: textbook, methodical works, scientific works, demonstration tools. The course of the joint lesson consists of 4 steps: 1. organizing, 2. explaining the new theme, 3. asking for homework and reinforcing the topic, 4. Giving homework. The content of the lesson of acquainting the pupils with new knowledge mainly consists of such sections as the subject, type, and methods of the lesson; the purpose of the lesson: educational, educative and developing; equipment of the lesson: textbook, methodical works, scientific works, and demonstration tools. The course of this lesson consists of 4 steps: 1. organizing, 2. explaining a new topic, 3. reinforcing the new topic, 4. Giving homework. The differences between these types of classes are visible only in their steps. The mixed lesson consists of five steps.

In the senior classes, it is very useful to teach Karakalpak literature by connecting to the subject of literary studies. For example, cultural and literary heritages created in the early period are evaluated in the subject of literary history. The literary works are evaluated based on literary

criticism. The content and form of a literary work, the place of literature in social relations, the peculiarities of literary work, information are explained on the basis of literary theory.

In teaching the Karakalpak folklore such as proverbs, riddles, tongue twister, children's poems and their types, fables, fairy tales such as "Añqaw ğarri" (Naïve old man), "Miyet penen tabılǵan aqsha" (Money found by work), "Tiyın" (Squirrel) ertegi, "Túlki, tasbaqa hám taskene" (Fox, turtle and stone mite) presented in the national literature program for 5-6 grades, legend about Maman biy, about Turim biy, about Erejep biy, epic "Sharyar", interpretation of the epic, fairy tale "Sheshen Bala" (Rhetor boy), traditional songs, legends about Jiyrenshe Sheshen, funny sayings, Karakalpak folk blank verses, folk songs, aitys (competition songs), examples of response aitys, epics "Alpamys", "Qırq qız (Forty girls)", "Qoblan", "Bozuglan", "Ġárip ashıq" and "Máspatsha" the different types of lesson should be used. These methods increase the effectiveness and quality of lessons. The pupils' interest in the lesson increased. So then, one of the requirements for organizing the lesson today is that each new topic should be based on scientific information, and taking into account the capabilities of pupils, determine the volume of the topic, determine its complexity, specify the materials that will be needed in the lesson, and enrich the lesson with additional visual tools, and also to create problematic condition in the lesson.

In the 10th grade, the teaching of Karakalpak folklore with the competition and discussion (feedback) lesson types is considered one of the most important methodological issues. Among them we decided to stop on the methodology of the discussion lesson. The following comments were made by Methodist teachers about the feedback lesson: "The feedback lesson is a type of lesson that is conducted in class. We will learn the materials for the following purposes through discussion lessons. They explained the purpose and tasks of the discussion lesson: "To understand the materials to be taught, to know the material in depth, to stimulate the pupils' understanding of the topic while learning the material" [6]. Therefore, discussion lesson is a type of lesson that pupils' interest is taken into account. This type of lesson should be used wisely in teaching the epics "Alpamis", "Qırq qız" and "Qoblan".

In the 10th grade classes, there are various educational tools, handbooks, study manuals, textbooks, a collection of exercises, a dictionary of Karakalpak literature, an encyclopedia, newsletter, and others in teaching Karakalpak folklore. Also, in Karakalpak literature, there are a lot of visual tools to use. Among them are photos of writers, posters with the text of their works, biographical schema, map, drawings, tables, charts, albums, etc., filmstrips of technical equipment, slides, film, video recorders, televisions, recordings on magnetic tapes, gramplastika, teaching machines, language classroom, film, epidioscope, overhead projector, film projector and others are increasingly widely used.

In the 10th grade, new types of technical tools, EVM, computers, and the Internet are being used during the teaching of Karakalpak folklore. To teach a lesson using them is making great interest among the pupils. In schools, organized literature classrooms and cabinets are equipped with visual and technical tools to a certain extent. In Karakalpak literature classrooms, it is convenient for teachers to conduct lessons using demonstrative and technical tools on the life and composition of poets, and the effectiveness and quality of the lesson increases. Also, demonstrative and technical tools will be well prepared in advance for the purpose, tasks, content, and steps of the lesson on Karakalpak literature. It is used in the right place, in its place and on its time. Only then will their use give good results. However, excessive use of visual and technical tools in literature classes can lead to the separation of pupils' attention, a decrease in the quality of the lesson, and a decrease in the result. Therefore, when choosing and using visual and technical tools, the teacher of literature should strictly take into account the peculiarities of traditional and non-traditional classes, the pedagogical technologies and teaching methods used. Each technical tool has its own peculiarities and possibilities in teaching Karakalpak literature.

The content of the literature lesson is described in detail in the Karakalpak literature program. The content and learning procedure of the literature program for the senior grade are

shown, as well as the importance of each topic. It contains the scientific-theoretical and literary concepts that need to be mastered, the amount of the hours to be separated for question-and-answer based on Karakalpak folklore, the types of oral and written work intended to be carried out from literature, inter-disciplinary connections, and a list of literary works for extracurricular reading is given.

The national program on Karakalpak literature for the senior classes is learned in the basis of the principles of connection of art with life, history, unity of form and content. Pupils gradually understand and master these principles. The teacher is especially required to provide high-quality education to pupils, to develop them into aesthetically developed individuals. The literature program was developed according to the thematic principle, and the Karakalpak literature program for upper classes was developed according to the chronological principle. Therefore, the materials to be taught are included in the program mainly in sequence. This program contains information about the characteristic features of literature. Some of the Karakalpak folklore is taught in a comprehensive and detailed project, while others are taught in a shorter project, and some are based on providing general information. However, in all of them, literary works are taught, importance is attached to effective reception of literary texts. They include all the information about the Karakalpak folklore. It is not limited to the appropriation of the text of the literary work, but also the aesthetic idea of the folklore is explained.

Information about the folklore presented in the literature program is given to the pupils in the context of communication and discussion, and pupils make reports on some works. In the senior classes the materials of the literature theory about the Karakalpak folklore is not specially taught, but is taught based on the content of those literary works, the sequence of the problems of literature theory subject in the period of analyzing the main materials to be taught. In this way, concepts from the theory of literature are given.

The review lesson is conducted during the process of reading and learning the literary work, as well as in the process of completing the work on that literary work, as much as possible, in the process of connecting the new material to the previous material. The teacher should not build the review lesson only on the topic of speaking, but should have in the basis of the reviewing the root of taught material, and in addition, pupils should be taught at the level of providing extra new knowledge. It is known that the language is the main tool of Karakalpak folklore, and the first element. The idea and image of the composition is conveyed through artistic words. Therefore, studying the language artistry of a literary work, learning its meaning features and connections is considered one of the main tasks of literature classes.

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