



THE ROLE OF MODERN PEDAGOGICAL TECHNOLOGIES IN TEACHING DIDACTIC LITERARY WORKS AT PRIMARY SCHOOL

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Abstract:

This paper presents the advantages of using didactic literary works in primary classes and some examples of methods that can be used in this process.

Keywords: reading culture, didactic literary work, aesthetic outlook, “Two-part diary” method, “Thick and thin questions” method, “Mahbub-ul-Qulub”.

A good book is like an iceberg, seven-eighths of it part is hidden under water. (Ernest Hemingway)

The book is a wonderful miracle that enriches the world of human thought and leads it to perfection. As the Hero of Uzbekistan, Ozod Sharofiddinov puts it: “After all, is it possible to find a teacher in the world who is smarter and wiser than a book?” After all, there is nothing that is not in the books! The total strength, wisdom, beauty, intelligence and manners that make a person a person are written in the books as “here I am”! Do you think that it is possible to be a human without benefiting from this great blessing and priceless wealth?!”

There are many reasons why books are valued as the main means of education. Today, various measures are being implemented in our country to further increase interest in reading. Love for the book is formed, first of all, from the family and from the elementary school. In this process, the child’s age and psychological characteristics and interests should be taken into account. Formation of reading culture among primary school students, development of independent reading skills in them requires special pedagogical skills and potential from the teacher. In particular, in order for the read work to be sufficiently understandable and memorable, the pedagogue should be able to choose methods suitable for the topic and be able to apply them in practice. Our didactic literary works are one of the main tools for forming the aesthetic outlook of elementary school students, that is, educating them in the spirit of love for positive qualities and hatred for negative vices.

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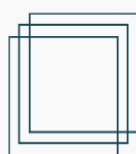
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It is known that it is appropriate to use various interactive methods and didactic games to enrich the logical thinking and aesthetic worldview of elementary school students, to further strengthen the knowledge gained in the lesson, and to develop teamwork skills. In particular, the closeness of the method to the topic and the selection of the students taking into account the age and psychological characteristics of the students will ensure an interesting lesson and reveal their hidden abilities. For example, if we pay attention to the “Two-Part Diary” method, which allows students to further strengthen the read text, revise it and connect it with their own experience, interpret it based on real life examples and, most importantly, allows you to express your thoughts. Through this, students are told to divide a blank sheet of paper or notebook into two equal parts using a vertical straight line. On the left side, the part of the read text that evokes a positive or negative impression, causes familiar situations or reminds of some events is written, and on the right side, the students comment on this idea. Comments can be in any form, which may be a sentence, an instructive idea, or a real-life example. The ability to use acquired knowledge, skills and abilities in life is formed through the given explanation. This method can be done individually or in small groups. One comment at a time is then optionally read and the audience is allowed to make additional comments. In order to make this method more interesting, you can give the task of drawing a picture corresponding to the passage given as an explanation. Through this, students’ imagination will expand and interdisciplinary integration will be realized. As a result of the teacher’s use of excerpts from didactic literary works in this process, not just the text, it encourages students to think and reason better. Another important aspect of using this method is that students develop the skills of finding the main points of the work and connecting them with life, and the work which was read is widely discussed. For example, we pay attention to the following excerpts from Alisher Navoi’s work “Mahbub-ul-Qulub”:

excerpt	comment
Hearing enriches a person; talking too much lowers.	Everyone respects a person who keeps silent and listens a lot but says a little. A person can gain a lot of knowledge when he hears useful information, but when he talks too much, he may lose his reputation.

The “Thick and thin questions” method is also effective in analyzing the content of a certain work. This method can be called “Full and short questions” or “Flexible and concise questions” method in a slightly different way. This method can be used for the purpose of quick control of students’ acquired knowledge at different stages of the lesson.



In particular, by asking for homework or using it in the process of reinforcing the learned topic, a productive use of time is achieved, that is, there is an opportunity to work with the whole class at the same time. When creating a sequence of questions, it is necessary to pay attention to the fact that they can attract the attention of students and reveal the topic. In the “thin” question “What?” “When?” “Where?” you can use interrogative words like “thick” questions, you can ask questions that make the student think a little, encourage thinking, and require an explanation:

“Thin” questions (questions that can be answered with a word)	“Thick” questions (questions that require thinking)
Who is the author of the work that was read? Where did the events in the play take place? Who is the main character? Name the positive and negative characters. Which virtue is mentioned in the play and which virtue is criticized?	What do you think about the work? What would you do if you were the character of the play? What else can the story be called? What is your conclusion from the play? Have you witnessed such an event in your life? (tell)

In conclusion, it can be said that the main aspect of the above-mentioned methods is that students’ written and oral speech develop together. Excerpts from our literary didactic works can be used as additional material during lessons, and their delivery based on various interesting interactive methods and integration with other subjects will increase students’ interest in the lesson.

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