USE OF INNOVATIVE TECHNOLOGIES IN TEACHING TURKMEN LANGUAGE AND LITERATURE IN SCHOOLS OF KARAKALPAKSTAN ON THE BASIS OF COMET APPROACH

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Резюме

Ушбу мақолада Қорақалпоғистон мактабларида туркман тили ва адабиётини кометенциявий ёндашув асосида ўқитишда инновацион технологиялардан фойдаланиш масалалари ҳартоомнлама ўрганилган.

Резюме

В статье рассматривается использование инновационных технологий в преподавании туркменского языка и литературы в школах Каракалпакстана на основе кометного подхода.

Summary

The article examines the use of innovative technologies in teaching the Turkmen language and literature in schools of Karakalpakstan based on the comet approach.

Таянч сўзлар:

Компетенциявий ёндашув, инновацион технологиялар, ўқитиш, туркман тили ва адабиёти, нутқ, мактаб, дарсдан ташқари ишлар.

Ключевые слова:

Компетентностный подход, инновационные технологии, обучение, туркменский язык и литература, речь, школа, внеклассная деятельность.

Key words:

Competence-based approach, innovative technologies, teaching, Turkmen language and literature, speech, school, extracurricular activities.

The process of language teaching, of course, involves the provision of interdisciplinary coherence, which requires the acquisition of communicative qualities. At the same time, it is important for students to be able to see the following qualities: politeness, responsiveness, ability to listen to the opinions of others, morality, ability to set an example for others, and so on.

It should be noted that the role of extracurricular activities in the development of speech activities is not the same: some of them are in the form of reading and listening comprehension, poetry, singing, memorization of written words, lectures, speeches, and only passive (receptive and reproductive) speech. allows you to grow. Another part of the activities serves to develop oral and

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written (active, productive) speech in cases that require independent thinking, narration. Some of the extracurricular activities, on the other hand, provide ample opportunities to enrich both passive and active speech. Accordingly, it is important that the activities organized and conducted throughout the year in the Uzbek language at school are not only passive or only active speech development, but also to achieve consistency, parallelism or interchangeability in this work.

In a discussion with students about the problems of speech and speech formation, any questions and answers do not create the necessary pedagogical situation. After all, it is necessary to know the state of how the questions referred to the judgment of students should make them think, encourage them to think, defend their opinions, and, if necessary, express themselves in the language they are learning. Only then will the pedagogical approach created in the course of the discussion give the expected scientific and methodological effect.

We approached high school students with the following questions in the process of observing and organizing speech-oriented classes:

1. What do you mean by conversational culture and traditions?
2. What problems do you think there are for language learning for students in mastering the language of fraternal peoples?
3. What do you think students need to do to shape their speech culture?

Such questions encourage students to think, to describe problems related to language learning based on their own observation experiences.

The pedagogical problem is created taking into account the level of knowledge of students, the scope of thought. Typically, 80-90% of students participate in answering questions, and 58-60% of students sit as passive listeners. If students' short, clear answers are used in this situation, and all students express their views in writing on the problem, even students with limited knowledge will be forced to think.

Test sessions serve to reinforce the knowledge that students have acquired. Experimental lessons provide a positive solution to a number of theoretical problems related to the research problem - the didactic issues of learning the Turkmen language. In the test sessions conducted by us, the students tried to master the textbook and program materials thoroughly, to generalize their knowledge, skills and abilities, to learn control and self-control.

In these sessions, students gain the ability to freely express and defend their thoughts, opinions, and attitudes. This pedagogical situation is also one of the leading factors in providing methodological aspects of language learning.

Therefore, the formation of students' interest in language learning should be done in specific methodological ways. Examining and analyzing existing monographs, popular pamphlets, articles, textbooks, research, taking into account the attention paid to the education of today's secondary school students, it can be concluded that some aspects of the social sciences related to language learning play a role in educating the younger generation. its importance is to some extent focused on solving methodological problems. However, methodological issues related to the didactic analysis of the teaching of the Turkmen language and literature in this area are still among the problems that need to be addressed.

Another methodological problem of language learning is the search for different ways to teach these students to work with a dictionary.

By teaching students to work with dictionary types, especially spelling dictionaries, bilingual and linguistic dictionaries, the opportunities to enrich their worldview, to develop logical thinking are expanded. Regular work with the dictionary serves to increase students' vocabulary, comprehension of the meanings of words, increase literacy, provide literacy and creativity in creating a speech pattern, serves as an effective factor in teaching creative thinking.

In some institutions, monitoring of work with dictionaries by linguists is organized. The main purpose of this is to provide students with the social features of language learning, pedagogical aspects, directions, importance, theoretical and practical foundations, content, as well as the

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collection of resources in this area, to provide students with theoretical and practical information.

It can be said that monitoring the process of working with the dictionary is effective in solving the following pedagogical tasks:

- Providing methodological assistance to teachers in order to strengthen the process of learning vocabulary in teaching students languages;

- Improving the number and quality of various measures to establish the process of vocabulary work among students;

- Encourage students to work independently with a dictionary;

- to establish cooperation between students in these processes.

In general, it is important to pay attention to the following methodological principles related to the organization of monitoring in language teaching and monitoring of language acquisition processes:

1. Create conditions that allow monitoring activities to take place (it would be better to allocate a special room).

2. Identify students who will assist in the organization of monitoring activities and define the scope of their tasks.

3. Defining the goals and objectives of monitoring.

4. Carrying out continuous, consistent and purposeful monitoring of monitoring of students' mastery of vocabulary.

Also, on the basis of this monitoring activity, tasks of a pedagogical nature should be organized on the basis of the following forms:

- organization of seminars, trainings, talks, round tables, discussions, evenings, conferences, student conferences, meetings among students;

- Achieving the organization of activities that develop the process of language learning with the personal participation of students.

At the same time, it should be borne in mind that creative work based on the use of examples of works of art, videos is one of the most interesting and effective means of developing creative thinking skills of students, making them active participants in the learning process.

The activities with the participation of students and teachers identified as respondents in the organization of the first stage of tests in Turkmen language classes were organized using the following methods: explanation, storytelling, conversation, practical exercises, training, questionnaires and test questions, interviews, non-traditional methods - "Brainstorming" , "Cluster Method", "Decision Tree", "Significant Orientation", etc.

The effectiveness of the use of the following tools in the organization and conduct of language activities for students was identified: educational and methodical literature, lesson plans, schemes, images, projects, diagrams, opinions of thinkers on the role and place of language learning in social life, examples of folklore, foreign countries and language courses should use work experience, technical means, media (television, radio, computer, audio and video devices), experts in the field - linguists, translators.

The practice of general secondary education institutions and the results of direct or indirect observation of the activities of respondents, active communication with them showed that the formation of students' interest in language learning in educational activities can be a guarantee of overall success of the educational process.

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