

The Integration Of Innovative Technology With Native Language And Literature Education

Mahbuba Tojiboyeva Rakhimovna¹, Tashboltayeva Tajikhon Abdulhamidovna²

¹*Faculty of Uzbek language and literature, associate professor of the Uzbek language department, candidate of philological sciences, Kokan State Pedagogical Institute*

²*Professor of the Department of Uzbek Literature, Doctor of Philosophy, Kokan State Pedagogical Institute*

Abstract: In the article, it is made clear that using cutting-edge educational technologies would be necessary in order to achieve a high standard of modern education. A fresh approach to education, innovative learning combines a personal touch with the newest technological advancements, knowledge, skills, creativity, and professionalism. The organization of the educational process in a new way, centered on the desire of students for active communicative activity, for dialogue, and the inclusion of their emotional and intellectual potential in cognitive activity, is how teaching the native language and literature on innovative technologies. The active collaboration between the teacher and the student is at the core of contemporary education. In other words, the fundamental objectives of contemporary education are subordinated to the raising of a creative, active individual who is capable of learning and improving autonomously. You can structure the learning process so that the class is enjoyable for the learner by using an innovative method of learning.

Key words: modern education, innovative approach, organization of the educational process, methods and technologies of teaching the native language and literature.

Introduction: Teachers have been actively utilizing contemporary instructional technologies in their work in recent decades. For himself and his students, each teacher chooses the technology that works best. There is no chance behind this. Today, educating a creative, active person who is capable of learning and growing on their own is the primary objective of education. It is possible to structure the educational process so that the child is participating in the overall educational task, giving him a sense of success and forward motion, thanks to an innovative approach to learning. Numerous academics view cutting-edge technology as useful tools for student-centered learning and the pursuit of conditions that will enable students to reach their full creative potential across the instructional and methodological processes in a learning environment. [2, 4, 7].

The organization of the educational process in a new way, centered on the desire of students for active communicative activity, for

dialogue, and the inclusion of their emotional and intellectual potential in cognitive activity, is how teaching the native language and literature on cutting-edge technologies.

Innovative technologies in education - It is how the educational process is organized in order to accomplish educational results. It is based on qualitatively diverse principles, means, methods, and technologies.

Purpose of the study include incorporating cutting-edge technologies into native language and literature studies. Utilizing cutting-edge technologies is primarily intended to:

- foster pupils' intellectual, communicative, linguistic, and creative talents;
- development of students' character traits;
- the growth of abilities that influence cognitive and educational activities as well as the shift to the stage of productive creativity;

- the development of pupils' critical competencies.

The following tasks are completed in the work in accordance with the established goal:

- fostering enthusiasm and motivation for the subject being studied;
- improvement of cognitive function;
- setting up a relaxed setting, one of understanding and support for one another when communicating in the target language;
- the expression of creative potential and the growth of initiative;
- the establishment of a welcoming setting, one of understanding and cooperation between the student and the teacher, and one that facilitates communication in the target language;
- the material's presenting strategies and careful material selection.

Object of study is the lessons of native language and literature.

Subject of research are innovative technologies in the lessons of the native language and literature.

Methodology. The development of a methodology for teaching the native language and literature at the level of innovative technology was made possible thanks to the reliance on the science of innovation. This methodology ensures the simultaneous operation of the search-technological model at the organizational, material-didactic, and structural levels. The research employed the following methodologies:

- the application of the innovative learning method, operating in its two forms, provides the organizational side of innovative technology:

- a) through metaphorizing linguistic material (during the didactic game's lesson);

- b) by developing speech in an original fashion (at the lesson-research).

Thus, the innovative technology's organizational side in the Russian language lessons incorporates the principles of innovative learning, lesson-didactic games, and lesson-research.

- The novel linguistic visibility function, which ensures the regulation of the student's cognitive activity through the apparatus of emotions and is based on specifically planned work with verbal associations, is coupled to the material and didactic side of the innovative technology. At the same time, the fundamental idea of new technology is included in the material and didactic side:

The results of its metamorphosis; a) an original support (linguistic metaphor-image and text with a "transparent" associative series);

b) a diagram-support; a drawing (picture)-support; a sketchbook; a brief, instructional video clip; an original reference abstract; etc.

An innovative support system that "provokes" the student to learn action and "decipher" the system-structural model in the context of productive creativity serves as a platform for suggestive mental action in such an organization.

- A third party, a structural one, is able to form work in a creative learning mode focused on removing the existing contradiction between the purpose of training and the organization of content and the process of its appropriation thanks to the requirement of simultaneous attention to all aspects of innovative technology. The search-technological model, created in accordance with the rules of innovation, gives the teacher pedagogical technology, which, while being used to teach the native language and literature, becomes educational technology for the students.

Scientific novelty of the study:

- The way that instructional material is presented should ensure that the student's subjective experiences, including his prior learning experiences, are identifiable;

- the presentation of information in a textbook (by a teacher) should strive to change each student's actual experience as well as increase their volume, organize, integrate, and generalize the subject content;

- it is essential to consistently align the student's experience with the scientific content of the knowledge being imparted during training;

- The learner should be actively stimulated for self-valuable educational activity to give him the chance for self-education, self-development, and self-expression while mastering knowledge.;

- The organization of instructional materials should allow students to make decisions when completing activities and addressing difficulties;

- it's important to encourage kids to autonomously select and employ the most effective methods of learning;

- When giving information on how educational actions are carried out, it is important to highlight both general and specific subject ways of educational activity, keeping in mind their roles in personal development;

- It's important to ensure control and evaluation of the learning process, or the changes a student makes as they assimilate the instructional material, rather of just the outcome;

- The educational process should ensure that learning is constructed, put into practice, reflected upon, and evaluated as a subjective activity.

This necessitates the allocation of teaching units, their description, and the teacher's use of them in the classroom and during individual work (various forms of correction, tutoring).

Teaching methodology native language and literature using innovative technologies. Methodology for the development of critical thinking.

The methodology for developing critical thinking includes three stages or steps: «**Challenge –**

Comprehension - Reflection».

The first stage is the challenge. It must be there for every lesson. This phase enables:

- to review and update the student's understanding on a particular subject or issue;

- inspire students to engage in learning activities by maintaining their interest in the subject being studied;

- to create inquiries for which it would be ideal to acquire responses;

Encourage pupils to exercise both at home and in class.

The second stage is comprehension. Other tasks are involved in this. The student can: at this stage:

- learn fresh facts;

- understanding it;

- pertain to the body of knowledge;

- seek for responses to the issues raised in the first section.

The third stage is reflection. The key one is as follows:

- comprehensive comprehension, generalization of the knowledge acquired;

- the student's adoption of new information and knowledge;

- the development of each student's individual attitude toward the subject matter being studied.

When using innovative technologies in teaching the native language and literature, the following methods are successfully applied:

- associative series;

- reference summary;

- IWSERR (interactive writing system for effective reading and reflection);

- brain attack;

- group discussion;

- Reading with stops and Bloom's Questions;

- clusters;

- cinquain;

- essay;

- key terms;

- didactic game;

- linguistic maps;

- text research;

- work with tests;

- non-traditional forms of homework.

Paying close attention to inspiring students to keep their mental and physical health in the classroom and through extracurricular activities, the adoption of health-preserving technology

- debate in groups;

- interactive techniques;

- playing a role-playing game;
- stimulating workouts;
- mind maps

Creating an atmosphere of interest in the class and a successful situation are two benefits of using the pedagogical technology mentioned above.

- urging students to employ a range of techniques;
- carrying out activities without worrying about making a mistake or receiving the incorrect answer;
- the use of cards-simulators and multi-level examinations to help pupils reach the required training level;
- improvement of students' aural and visual memory and metaphorical thinking;
- promoting the expression of original thoughts;
- citing a personal instance of a creative problem-solving strategy;
- excellent management of the educational process;
- creating a solid incentive for learning among students;
- equipping them with a thorough understanding of native language and literature.

In addition to being extremely valuable for reinforcing the knowledge, abilities, and skills learned in class, non-traditional forms of homework also give students a chance to demonstrate their creative potential by allowing them to work independently and solve problems that are not typically assigned to them.

In order to serve as a learning control, non-traditional formats of the lesson are typically implemented after studying a topic or a few topics. They give you the chance to pique pupils' interests in learning in general as well as the subject at hand. The creativity in these classes comes from the choice of tasks and didactic materials that, by their novelty and unexpected presentation (journey, competition, game, etc.), which shocks the students and gets them thinking, capture their attention. These lessons take place in a non-standard, unconventional environment. This reduces the psychological barrier brought on by the fear of making a mistake and fosters a festive atmosphere while summarizing the task

completed. All students must participate in non-traditional means of instruction, and they must use necessary aural and visual aids. Additionally, conditions must be provided for both the teacher and the student to use their creative energies.

In our experience, using many non-conventional lesson formats—such as a quiz, a travel, an integrated lesson, and a lesson-project—has proven to be the most effective. competition. The decision is based on a number of factors, including the age profiles of the pupils and the tasks, objectives, and educational material related to the subject being studied.

The project-based learning approach appears to be particularly promising for native language and literature studies since it fosters critical thinking, research skills, and creative engagement.

Conclusion

About the contemporary lesson, much might be said. How can one avoid being lost in the vast sea of technologies, approaches, and approaches? How can it be integrated into one lesson? The answer is straightforward: we require an adaptable lesson.

A comfortable learning environment is created by combining components of several technologies in an adaptable lesson.

We succeed in improving learning outcomes by integrating diverse technology in the classroom. Thanks to current techniques, we feel more assured.

You can develop the following skills thanks to the way research activities are structured in your native language and literature lessons:

- the capacity for analytical thought when evaluating data and choosing the appropriate resources;
- using associative thinking to make connections between newly learned content and previously studied material,;
- the capacity for logical thought, the capacity for developing the logic of evidence, and the internal logic of the issue being resolved;
- the capability of using previously learned material to analyze the issue in the integrity of relationships and characteristics.

According to psychologists, if a kid experiences situations of choice while in school, he gains freedom, without which it is difficult to be creative.

With the help of an unique method of teaching, you may structure the learning process so that the child will learn while having fun, rather than just for amusement or as a game.

I want to underline that every teacher wants his or her classes to be engaging for the kids in their care. Each lesson need to make them feel satisfied and turn into a worthwhile experience in their growth as imaginative, thoughtful individuals. The integration of contemporary technologies into native language and literature studies helps students learn to appreciate the richness and beauty of their first or second language and to express themselves creatively. It also aids in producing intelligent, morally upright individuals who can successfully establish relationships with others in the future, excel in their professional endeavors, and articulate their ideas well. At the same time, it is important to keep in mind that students' deliberate development of essential competencies is possible only with a systematic approach to this problem.

References

1. Гостева Ю.И. Особенности современного этапа использования мультимедийных средств и информационно-коммуникативных технологий при обучении русскому языку. М.: Современное образование, 2012. № 6.
2. Бахвалов В.А. Методики и технологии образования. Рига, 1997.
3. Рыжова В.Н. Дифференциация обучения как важный фактор развития познавательных интересов школьника // Журнал «Завуч», 2008. № 8
4. Никишина И.В. Инновационные педагогические технологии и организация учебно-воспитательного и методического процессов в школе. Волгоград: Издательство «Учитель», 2008.
5. Бахвалов В.А. Методики и технологии образования. Рига, 1997
6. Методические рекомендации к проведению уроков раздела "Стилистика и культура речи" (Для учителей школ и ПТУ). - Л., ЛГПИ, 1978. - 43 с.
7. Шаламов И.К. Мотивационное программно-целевое управление: теория, технология, практика. Барнаул, 2002
8. Инновационное обучение: методика, технология, школьная практика. - С.-Петербург, 1997. -480 с.
9. . Метафоризация языка как способ его инновационного изучения: Методическое пособие для учителей. -Л.: ЛГИУУ, 1991. -47 с.
10. Методические рекомендации по использованию игр в обучении лексике в школе и вузе (в соавторстве) - Семипалатинск, 1992. - 37 с.
11. Горбич О.И. Современные педагогические технологии обучения русскому языку в школе // Русский язык. Первое сентября, 2009. № 23.
12. Адольф В.А. Инновационная деятельность в образовании: проблемы становления / В.А. Адольф, Н.Ф. Ильина [Текст]// Высшее образование в России.- 2010. - №1. - С.72-89.
13. Беркалиев Т.Н. и др. Инновации и качество школьного образования: Научно-методическое пособие для педагогов инновационных школ / Т.Н. Беркалиев, Е.С. Заир-Бек, А.П. Тряпицына [Текст]: - СПб.: КАРО, 2007. -144 с.
14. Бёрджес Д. Обучение как приключение: Как сделать уроки интересными и увлекательными /Д. Бёрджес [Текст]. - М., 2016. - 48 с.
15. Выготский Л.С. Педагогическая психология. /Под ред. В.В. Давыдова. /Л.С. Выготский. (Монография) [Текст]. - М.: Педагогика-Пресс, 1991. - 536 с.
16. Гусейнова Т.В. Методика предъявления грамматических тем в школьных учебниках русского языка / Т.В. Гусейнова. //Актуальные проблемы филологии: Материалы Международной научно-практической конференции «Актуальные проблемы филологии и

лингводидактики» (26-27 мая 2017 г.) [Текст] - Душанбе: РТСУ, 2017. - С. 126-131.

17. Долгих Т.З. Об опыте освоения инновационной технологии коллективного способа обучения в средней школе/Т.З. Долгих [Текст]// Инновации в образовании. - 2003. №3. - С.133-138.

18. Ибрагимова Г.И. Инновационные технологии обучения в условиях реализации компетентностного подхода [Текст] // Инновации в образовании. 2011. - №4. - С.4-14.

19. Кларин М.В. Инновации в мировой педагогике: обучение на основе исследования, игры и дискуссии (Анализ зарубежного опыта) / М.В. Кларин [Текст]. - Рига: НПЦ «Эксперимент», 1995. - 176 с.

20. Кочережко С.Н. Критическое мышление: методы формирования и оценивания /С.Н. Кочережко// Внутришкольная система оценки качества образования: опыт применения технологий мониторинга результатов освоения образовательной программы и индивидуальных достижений обучающихся: сборник статей по материалам семинаров МБОУ «Гимназия №1» г. о. Самара [Текст]. - Самара, 2016. - С. 119-148.