METHODOLOGICAL BASIS OF INTRODUCING INNOVATIVE TECHNOLOGIES TO THE PROCESS OF LITERARY EDUCATION

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Abstract.

This article describes the methodological basis for the introduction of innovative technologies in the process of literary education. This article analyses methodological basis of introduction of innovative technologies to the process of literary education. . The effective and efficient use of the elements gives effective results. If the goal of literary education is to bring up a harmoniously developed person, the expected effect can be achieved only when different tasks are set at different stages of this process. For effective literary education, for the members of our society to acquire truly human qualities, it is necessary to develop new methods and forms of teaching literature. Because traditional education in the old mold is not yielding the expected results today. According to the textbook of literature, "methodological manuals, which constitute the content of literary education, accustom both the pupil and the educator to independent thinking, independent decision-making on a literary event, comparison of their views and actions with others.

Keywords: literary education, innovative technology, pedagogy, electronic visual aids, method, assessing students, learning element, passive listeners, educational process, creative participants, creative research.

INTRODUCTION.

It is necessary to update the content of traditional education and radically change the organization of the educational process in the education system today. To this end, the training of students through the application of pedagogical and information technologies in the education system will be accelerated.

At the stage of development of science and technology in our country, it is time to introduce innovative technologies in the education system, which aims to increase the number of information and its use in the teaching process. It is unfortunate that students continue to become passive listeners of lessons due to the continuation of traditional teaching in educational institutions and the lack of use of pedagogical technology in teaching. We came to the conclusion that the goals and objectives of the education system are not sufficiently achieved due to the teacher's inability to organize lessons properly, the lack of student-teacher cooperation in the classroom, the inability to fully and innovatively apply various innovative methods and techniques.

THE MAIN PART.

Our observations confirm that when the lesson is traditionally conducted, students do not have the opportunity to think independently, the teacher delivers the material in the form of a lecture, and it is difficult to determine the extent to which students have mastered new knowledge during the lesson. In order to find out, the interviews on the topics studied, the answers to the questionnaires and the test results confirmed our opinion. That is, the student gets bored of the teacher's lecture or is in the throes of other fantasies without hearing it. As a result, the purpose of the lesson is not achieved and time is wasted.

Therefore, the advantages of using the elements of innovative technology in the classroom are as follows.

• goals and objectives are clearly defined for education to be effective;

• the result is guaranteed in advance;

• A system of activities will be developed to achieve full mastery of the subject;

• the educational process is organized based on the system;

• The end result is guaranteed.

To do this, it is necessary to design the pedagogical process in a sequential, ie systematic way:

• determine the purpose of the subject;

• Identify the learning elements that need to be mastered in the DTS;

• setting goals for each learning element;

• selection of appropriate (optimal) teaching aids;

• identify ways to absorb the content of learning elements into the student based on didactic principles;

• determine the method and criteria for assessing student performance;

• Comparing the result of the subject's (teacher's) activity with the goal set for the student in the learning process, ie, the analysis of the learning outcome.

Therefore, the use of non-traditional teaching methods to achieve the effectiveness of literary education gives a positive result. In choosing this or that method, students should be able to think freely, become active creative participants, and use a variety of methods, such as discussion, conference lessons, creative research, independent work. At the same time, students have the opportunity to express their views and opinions without a one-sided approach to the issue. Provides positive results in achieving educational effectiveness through comprehensive developmental activities for students, such as creating a work of art or crossword puzzles about the life and work of a writer. By organizing the lessons in this way, the knowledge needs of the students will be met and the lessons will be interesting. Classes of the same type, working on the same issue, bore the student, the student becomes a passive listener, as a result the purpose of the lesson is not achieved. Therefore, it is important to teach in the classroom using different elements of innovative technology.

At the same time, we would like to emphasize the role of electronic visual aids in increasing the effectiveness of literary education. Electronic visual aids designed

for the study of specific topics must be designed to meet specific requirements. In particular:

Electronic visual aids (or textbooks) should be tailored to the age and interests of the students.

Electronic visual aids should contain more information about the writer's life and work than the curriculum and textbook. This situation serves to further enrich the scope of knowledge of students.

The addition of a picture, image, or shape that represents the events of a work of interest to students ensures a thorough mastery of the subject.

Auxiliary materials (images, pictures, shapes, tables, etc.) that are relevant to the topic being studied should not distract students from the main goal, but should be aimed at clearly defining their activities.

Electronic visual materials should be mastered by students on the basis of easy computer control, enriched with melodies, songs, animations, if necessary.

In conclusion, it is important to note that if the educational process is planned in advance, the purpose of education is clear, students can make decisions together, assign tasks correctly, use visual aids, present teaching materials clearly, convincingly and scientifically, evaluate students' knowledge, pedagogical technology. The effective and efficient use of the elements gives effective results.

If the goal of literary education is to bring up a harmoniously developed person, the expected effect can be achieved only when different tasks are set at different stages of this process. For effective literary education, for the members of our society to acquire truly human qualities, it is necessary to develop new methods and forms of teaching literature. Because traditional education in the old mold is not yielding the expected results today. According to the textbook of literature, "methodological manuals, which constitute the content of literary education, accustom both the pupil and the educator to independent thinking, independent decision-making on a literary event, comparison of their views and actions with others. At the same time, he is aware that he has the most advanced views on this

or that literary work or event. Therefore, the system of education, which strives to increase the effectiveness of literary education, pays great attention to the development of methodological tools in accordance with the requirements of the time. Unfortunately, the current education lags behind the requirements of the time in terms of methodological tools.

We observed that the following skills are not sufficiently developed in students when observing the traditional lessons, interviews, surveys, ie work without deviating from this textbook: 1) insufficient understanding and knowledge on the topic; 2) the understanding of why it is necessary to study the life and work of a writer is not formed enough; 3) the student cannot analyze the work due to insufficient information about the work; 4) students do not actively participate in the teaching process when the lesson is held in the old format.

According to the well-known scientist MNMahmudov, the traditional scheme of organization of the educational process does not sufficiently develop students' thinking skills, does not meet their needs for knowledge and interest in science. .

In ancient schools, the teacher and the student talked in the form of monologues and dialogues in expressing their mutual opinions. Later, with the emergence of secondary schools, teaching in the form of class-lessons and lectures-seminars was introduced. Such a system has been going on for hundreds of years without any change.

We want to think about the advantages of using computer technology in the classroom, one of the types of innovative technology, with a slight deviation from the traditional education system. As noted in the "Concept of creating a new generation of textbooks for the system of continuing education", it is planned to accelerate the work on the widespread production of a new generation of textbooks and the provision of secondary schools. Therefore, we would like to highlight important aspects of the use of computer technology in the process of literary education. Computer technology is valued as a high-level media as well as interesting to the learner. It is about making it easier to learn new material,

memorizing it, and ultimately improving students 'knowledge and skills. Therefore, it is advisable to use this technology in the educational process. Especially in the process of literary education in the study of the life and work of the writer are multimedia (multimedia - multi-information) manuals, ie information in three-dimensional graphic form, audio, video, animation and partially verbal (text). with audio and visual, i.e. photo and video clips, with the presentation of poetic texts on a colorful topic, with questionnaires, test questions to test the student's knowledge at the end of the lesson, as well as with the assessment of the student's knowledge. Because the study material is enriched with interesting information outside the textbook, it increases the student's interest, respect and attention to the writer's life, increases his aesthetic pleasure, develops the student's personality and the student strives to achieve high results. At the same time, through the use of computer technology, students will have the opportunity for creative research and collaboration. Working with e-textbooks using interactive methods, which provide the most convenient way to study the work of the writer, activates the learning of students and accelerates the educational process.

The main goal in reforming the system of continuing education is to increase the efficiency of education and raise the quality of education to the level of world educational standards. The introduction of innovative technologies in the activities of educational institutions operating at all stages of the system of continuing education is one of the most important tasks in the second stage, which is a qualitative stage of the reform process in fulfilling the requirements of the National Training Program. innovative technologies have the ability to achieve high results with less physical effort and time in the learning process.

The organization of literary education, the achievement of effectiveness in the acquisition of the basics of literary science by students of general secondary schools, as well as the important role of pedagogical technologies in the formation of artistic thinking in them are proven in practice. Indeed, the use of pedagogical technologies allows students to think independently on the essence of the ideas put

forward in a particular work of art, to analyze the content of the solution proposed by the author on the basis of a system of plots, to prepare for independent life.

The use of innovative technologies in the process of literary education is also important in terms of ensuring the exchange of roles of the subjects of this process - teachers and students. According to the theory of pedagogical technology, its role in the educational process is to guide students, to give advice where necessary, to teach, while in accordance with the leading idea of traditional education, the teacher has played the role of hegemon (leader) during the lesson and monitors and evaluates student performance. offering assignments and indirectly leading the overall process. A new approach to the organization of the educational process serves the emergence of the student's activity with absolute superiority. Now he has the opportunity to study independently, to think independently about each work of art and the idea put forward by him, to freely express his personal views on the skill of the writer or poet, to share with his peers his views on the social issues expressed in the work. is happening.

The introduction of innovative technologies in the process of literary education creates the following situations:

- Independent study of the life and work of writers.

- Try to be especially active in the learning process.

- Free expression of personal views on the idea and content of a particular work.

- Learn to prove your point with evidence.

- Listen carefully to the comments of peers, compare them with their own views and accept the most appropriate idea.

- Be critical of personal activities.

- Striving for constant activity.

CONCLUSION.

In short, each person's social experience, his or her human appearance, qualities, and even flaws are the product of the communication process. The simplest task of any communication is to ensure that the interlocutors understand

each other. It begins with a sincere greeting from the Uzbeks, an open face to the interlocutor. This aspect has a national identity. Another important task is to lay the foundation for social experience, in which the human child socializes only among people, forming the necessary human qualities. As mentioned above, the introduction of innovative technologies in the process of literary education not only creates the conditions for primary school students to master the basics of the textbook, but also develops the ability to work independently in mastering the essence of a particular writer and his works. . The use of innovative technologies also allows students to get acquainted with the works of children's poets in terms of language, style and ideological essence.

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