



THE USE OF EDUCATIONAL TECHNOLOGIES IN IMPROVING THE MODERN METHODOLOGICAL SUPPORT FOR THE STUDY OF ERKIN VAHIDOV'S WORK IN HIGHER EDUCATION

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The prosperity of not only one family, but of every country on the planet, and the well-being of its peoples, is undoubtedly due to education and upbringing. There is no doubt that there is nothing in the world of life that affects humanity more than upbringing. For this reason, from ancient times, famous sages have written valuable ideas about education. The upbringing of young people, bringing them up as scientifically and comprehensively mature has always been an important task.

In the pre-independence period, Uzbekistan's literature teaching methods were dominated by ineffective methods such as factual interpretation, articulation of works of art, and presentation of ready-made conclusions to students. Achieving, researching, analyzing, generalizing, problem-solving, and debating through cognitive activities increases the effectiveness of education.

Erkin Vahidov, the beloved poet of our people, has left a very rich and weighty literary work for almost eighty years of his life. In this regard, the teaching of E. Vakhidov's work at the educational level has a number of reasons. The introduction of modern technologies in the teaching of the life and work of a particular poet or writer, the adaptation of the student to the principles of personal approach, the transformation of the personality and creativity of such artists as Erkin Vahidov as a means of raising the morale of young people.

The role of E. Vakhidov's works in the development of such components as student activity, worldview, intellectual potential, thinking, communication skills, learning motives and spiritual and moral development, which form the basis of person-centered education, is invaluable. The study of E. Vakhidov's creative heritage through interactive methods allows students to decide on the emotional orientation to the heritage of ancestors, the acquisition of educational competencies, the determination of axiological attitudes to the spiritual heritage.

Interpretation of information about the life and work of Erkin Vahidov as a phenomenon that determines his creative image, the personal qualities of the poet's way of life lead him to become an example for the student, a means of spiritual education. The analysis of the poet's work in higher education, the introduction of the





recommended works of art in independent study, the use of multimedia technologies in the form of problem-solving questions and assignments allowed to raise the level of knowledge, skills and abilities of students. As a result, the increase in the effectiveness of education is clearly visible, and the effectiveness of intellectual, creative and reflexive, analytical and prognostic indicators of students is ensured.

The images and landscapes depicted in the works of the masters of the word of art allow the students to understand the content of the work, to develop creative feelings, to feel the experiences of the protagonists. At the same time, through the works created by each artist, it is possible to enter into the familiar, emotional world of the poet and to understand the essence of the poet's thoughts. Word artists are unique in the eyes of the reader. In view of these aspects, it is advisable to use the methods of biographical and structural analysis, which are widely used in literature, in teaching the life and work of a poet or writer.

In recent years, major changes in education have taken place in its content, methods and organization. The globalization of the exchange of information, the change of the world, the increase of human potential has led to the need for a completely new approach to the teaching of literature. Today's man does not look at the work of art only as a means of imitation, as a source of example, as in the recent past. For the 21st century, fiction has a completely different meaning. With the passage of time, both the nature of fiction and the organization of the process of teaching literature as a subject need to change. A specialist who is not prepared for these aspects will not be able to provide effective pedagogical work.

SGGS Technology

Principle of transferring technology: This technology is used to resolve contentious issues and to make the learning process more controversial, as it teaches students to defend their opinions, to think freely and to communicate their ideas to others, to debate openly, and to debate. A simple piece of paper distributed to the audience helps them to express their opinions clearly and concisely, and to state affirmative or negative arguments.

S - State your opinion

G- Give a reason for your statement

G - Give proof of your reason

S- Summarize your thoughts

It is especially important to set a strict time frame for applying the technology. This is because students should be able to identify the main idea of a topic in a given amount of time, give a reason for the idea, give examples that complement the reason, and summarize their point of view.





1st group

Thought	A feature that vividly reflects the importance of E.Vakhidov's work in the Uzbek literature of the twentieth century
State your opinion	
Give a reason for your statement	
Give proof of your reason	
Summarize your thoughts	

2nd group

Thought	In the epic Rebellion of Souls, the lyrical protagonist's experiences are highlighted.
State your opinion	
Give a reason for your statement	
Give proof of your reason	
Summarize your thoughts	

Insert Method

This method is designed to work with text, and is an analytical method that allows students to compare ideas that express the content of a text with their own, to believe what they know, to acquire new information, to distinguish unreliable information, to categorize information that requires clarification or very interesting information. This method is more effective in absorbing larger amounts of data.

How to work using the insert method: the method is performed in 3 steps.

Stage 1: individual type of work. At this stage, large texts are divided into several parts. Groups are divided according to the number of pieces of text. Each member of the group learns the individual part of the text individually. To do this, follow the instructions below.

Read the text of the lecture and put the following symbols at the edges of the text:

"V" - I know

"+" is new information for me

"-" - denies the information I know

"?" - vague (requiring clarification) additional information.

At the end of the allotted time, each student displays their marks on a separate insert sheet.





The idea expressed in the text	V	-	+	?
1.				
2.				
3.				
...				

A minimum of 20 minutes is allotted for this phase. Phase 2: done in the form of group work. Group members come together and move from an individual work type to a group work type. The marks of each member of the group are waxed and reflected in the table. Assignment: Summarize the results on the insert table sheet (group).

Group members	V	-	+	?
1.				
2.				
3.				
4.				
5.				
Total:				

Up to 15 minutes is also set for this stage. Stage 3: carried out in the form of teamwork, is the most basic stage of the method. Insert sheets of all groups are hung on the board and the characters are analyzed. The most important “-” and “?” the data labeled are interpreted. The desire to learn more is spent more time on the ideas expressed. At the end of the method, all team members are encouraged based on their results. (30 minutes)

"LEARNING TOGETHER" TECHNIQUE

The purpose of the technique of "collaborative reading": the formation of reading skills based on the orientation of students to work in small groups, teaching them to work together The structure of the process of working in groups using the technique of "reading together":

1. Small groups of 5-6 students are formed, they are named on the basis of students' suggestions.
2. Each subgroup is given one task - a part of the general topic, on which the whole study group works and is provided with expert sheets.
3. The general task is distributed within each group.
4. Everyone performs an individual task.



5. Mini-reports of all group members will be heard. They form the overall result and prepare it for presentation.
6. The leader presents the results of the group work.

The rule of working in groups

Listen carefully to your partner. Take an active part in group work, approach assignments responsibly. If you need help, be sure to ask. If you need help, definitely help. All groups must be involved in evaluating the results of their activities.

We need to know for sure:

- A. We learn by ourselves by teaching others.
- B. We are one ship: either we sail together, or we sink together

Criteria for evaluating the results of the work of expert groups

Criteria	Max. Ball	1	2	3	4	5
Completeness of information	1,0					
Graphical representation of information	0,6					
The activity of the group	0,4					
Total points	2					

1. Free Writing Method

Students are divided into small pairs. In five minutes, Erkin Vahidov is invited to write down all his thoughts on the epic "Nido". When the time is up, you will be given another minute of extra time to complete the job. Because basic, primary, clear thoughts are usually born in the last, critical situations. At the end of the allotted time, they are invited to read their writings to their partners (5 minutes).

At the end of the teacher's allotted time, all couples are required to complete and summarize their feedback. In order to organize joint activities in the group, at this stage the teacher can create a situation of small couples to share their ideas with the whole group, to analyze the controversial ideas from the expressed ideas. The method of "composing a text based on concepts".

This method is part of the independent work of the cognitive-research type and requires a variety of logical actions: analysis, generalization, comparison of facts and events, identification of common and different aspects, separation of primary and secondary features, disclosure of cause-and-effect relationships. . Typically, students are confronted with problematic situations that require unknown events, new



materials, the acquisition of knowledge, and the search for ways to solve a learning problem.

Rules of application of this method: Initially, the teacher announces a new topic. After he gives a brief description of the topic, he separates the concepts related to the topic and presents them to the audience. Students then compose a text independently using the textbook or based on their previous knowledge. For example, on the topic "Life and creative path of Erkin Vahidov":

1. War, dedication, father, Talat, twenty years, Rustam, train, Khol aka.
2. Altiyarik, teacher, Gayratiy, Tashkent, university, "Breath of Dawn".
3. Narrated by Nazrul Islam, Calcutta, freedom, ruler, eternity, Avrangzeb, Hindu and Muslim, Shah Jahan.
4. Byron, Pamir, Navoi, Pushkin, Afrosiyob, Mirzo Bobur.
5. Humility, poet, ghazal, epic, native language, Uzbekistan, love.

Students compose a small text in a short time. The teacher asks some of the students to read the structured texts. Given the time, the rest of the students will have the opportunity to present them if there are any non-repetitive thought texts in the mantras read above. In this way, students are encouraged to identify the best related texts. In this way, students gain a deeper understanding of the content of the topic being studied. Zig-zag method. It is one of the interactive methods that ensures student activity.

In implementing this method, students work together to identify key words that reflect the content of a topic, and to create a single text by linking them together. The basic rule of the method is to ensure that group members move in a zigzag pattern when performing the same task in several groups for a specified period of time.

Handouts with pre-prepared special words will be placed on the desks. For example:

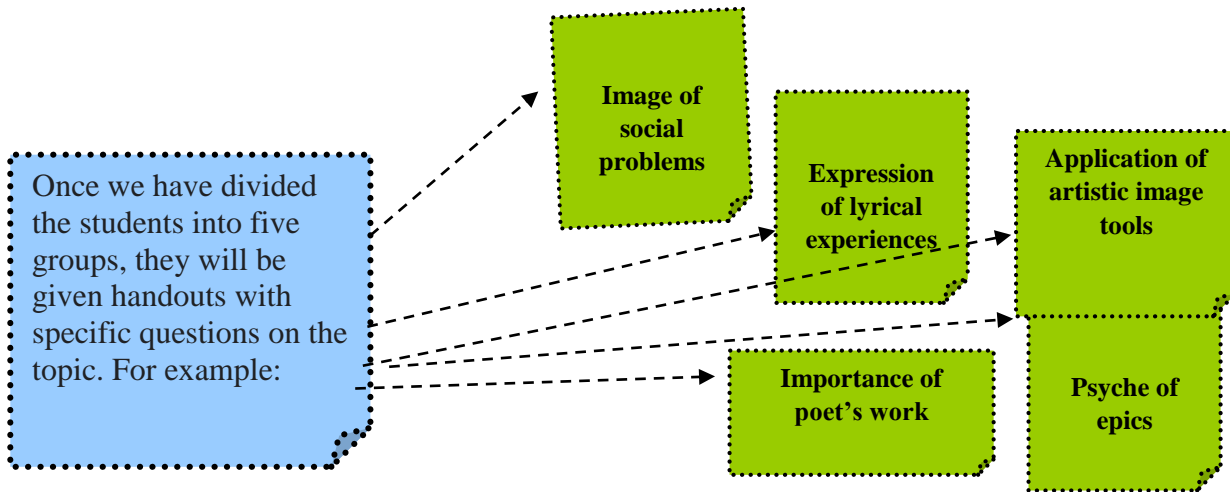
poet's lyrics

poet's
dramas

poet's epics

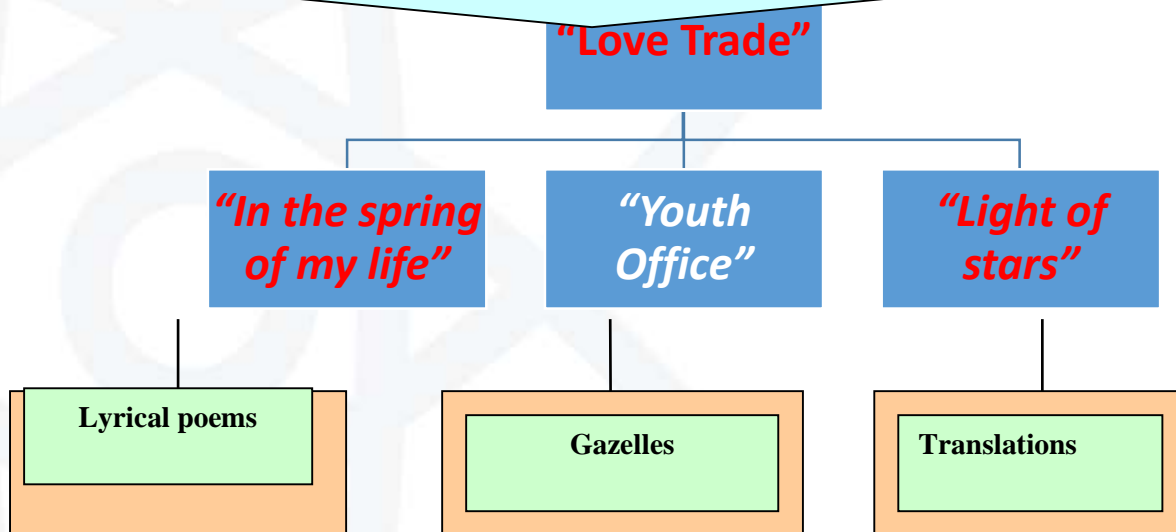
Students receive cards written in small handouts prepared by the teacher. Students with the same word sit around a table with the same word written on it. For example, 5 students with the word poetry sit at a table with the word poetry.

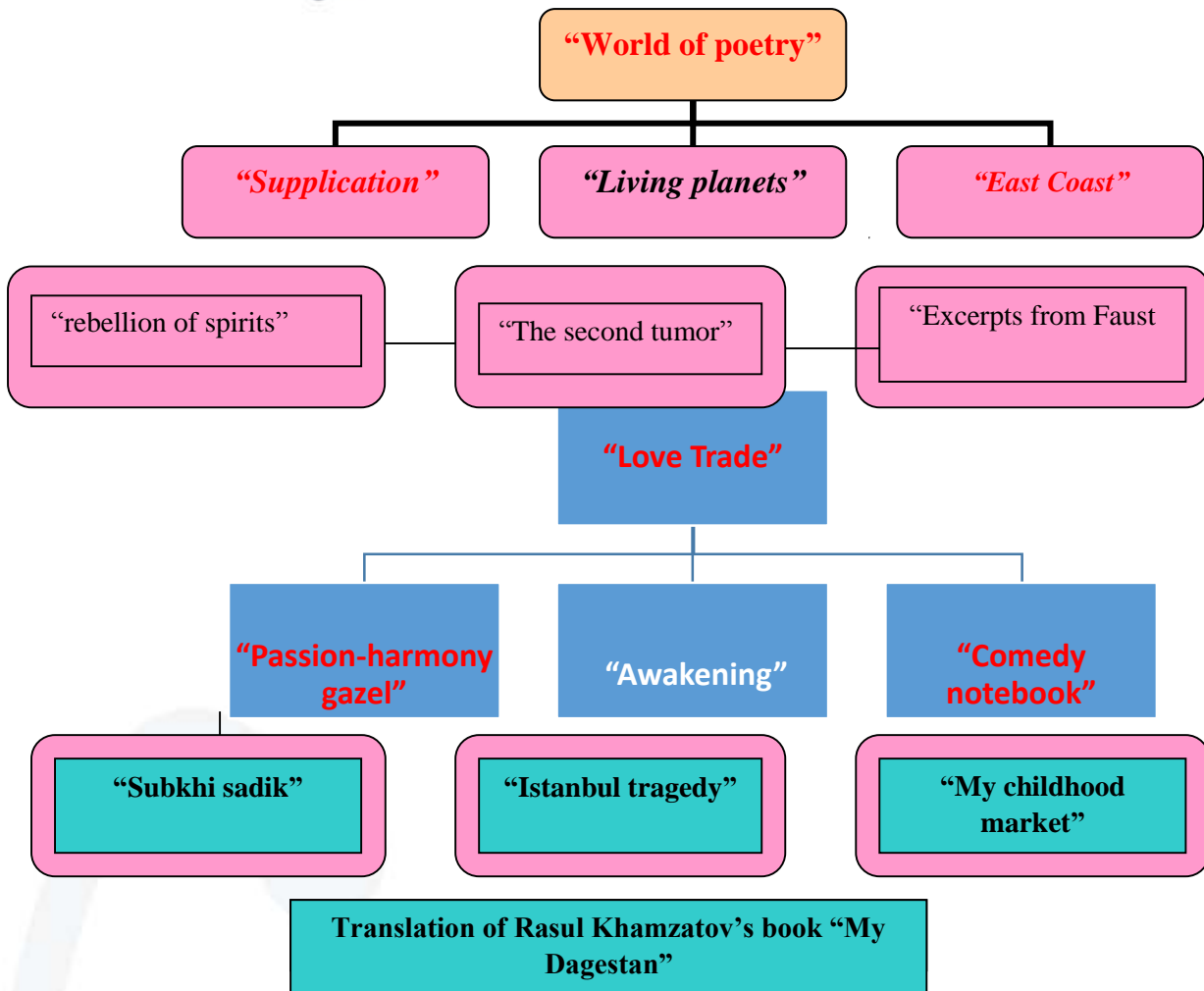
In this order, students are divided into 5 groups. The text covering the essence of the topic is also divided into 5 parts, respectively.



These handouts are given to the students at each desk and they are given the task of studying it. During the allotted time, the groups work on the text, and in order to save time, leaders are selected from among the group students. Once the questions are answered, the leaders come out and present it. In this way 5 handouts are rotated around the tables and each group leader answers the questions (20 minutes).

Classification of poems included in the "Selection" of the poet





The analysis of the structure of works, means of art, the system of images using tables, drawings, diagrams, organizers recommended by multimedia technologies in higher education institutions gives positive results, focusing on the unique style and skills of multifaceted artists such as Erkin Vahidov, researching leading features of creativity and learning based on research methods is effective. The use of examples of the work of the People's Poet E. Vakhidov as a means of raising the morale of students at the educational stage, moral education, the formation of high human feelings ensures the continuity of education and upbringing.

In order to ensure the effectiveness of teaching the life and work of E. Vakhidov, it is advisable to use multimedia questions, tables, diagrams, recommendations, educational technologies and lesson projects.

In the study of the life and work of not only Erkin Vahidov, but also of all artists, the effectiveness of education is guaranteed if education is based on the principle of intergenerational continuity and continuity, based on a constructive-cognitive approach.



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