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THE USE OF FISHBON IN THE STUDY OF LITERATURE

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ABSTRACT

This article discusses Fishbone, one of the techniques for identifying, analyzing, and planning the causes and effects of a problem, and discusses how such learning tools can help shape logical thinking. The upper bones are small problems that arise from the main problem (in the vertical diagram we enter the problems to the left). The lower bones are facts that confirm these problems (in the vertical form we write the evidence to the right). Tail - the author's logical conclusion, solution or question answer. The transition to a completely new modular education system, the introduction of the latest technologies in the educational process, professional development and the exchange of best practices are important conditions for the development of education. Every event that happens has its own cause and effect. You can find out by filling in the fish skeleton. The advantage of Professor Ishikawa's graphic organizer is huge.

KEYWORDS: *Graphic Organizers, Fishboun (Fish Skeleton), Communicative Competence.*

When a person understands the material, he expresses his thoughts more freely, because it goes into the essence of the matter.

INTRODUCTION

Accelerated global development and radical changes in education methodology require that education professionals constantly work on themselves. The transition to a completely new modular education system, the introduction of the latest technologies in the educational process, professional development and the exchange of best practices are important conditions for the development of education.

"The main task of the education sector is to prepare for the future, to bring up our children in a healthy and harmonious way, especially in the context of globalization," said Shavkat Mirziyoyev.

At the same time, the most difficult task is to "train innovative, creative teachers and coaches who will teach their students on the basis of the highest standards," said the President. We should strive to develop students' ability to independently identify and solve problems, as well as their willingness and ability to engage in research and inventive activities.

In the lesson we need to equip the student not only with knowledge, but also with methods of working with information. One of the best ways to do this is to present information in a visual and meaningful way using graphic organizers.

In this article, we want to focus on one of the graphic organizers, which is a method and tool for identifying, analyzing, and planning a solution to a problem, namely: the "Fishbone" ("Fish Skeleton") scheme.

"Fishbone" (Fishbone - from English "fish bone", "fish skeleton") is a method invented by Japanese professor Kaoru Ishikawa (Ishikawa) to analyze the essence, cause, and outcome of a process.

This graphical way of presenting information allows a figurative representation of an event analysis by highlighting the problem, identifying its causes, and identifying the evidence and drawing conclusions on the issue. The essence of didactic methodical technique is to establish a relationship between the causes, consequences and factors affecting the object of analysis, to make a conscious choice.

Using Fishbone technology, students develop the skills of working in groups, analyzing text, covering key events, and finding, summarizing, and drawing conclusions about their causes. The main purpose of the method is to develop logical thinking in children in harmony with the main task of today's education (7)

The "fish skeleton" scheme is a description of a number of problems and an attempt to solve them. Develops and activates systematic, creative and analytical thinking (3).

The diagram consists of four main parts: the head, upper, lower bones, and tail. The main problem, question, or topic to be analyzed. The upper bones are small problems that arise from the main problem (in the vertical diagram we enter the problems to the left). The lower bones are facts that confirm these problems (in the vertical form we write the evidence to the right). Tail - the author's logical conclusion, solution or question answer. It can be formed in the form of proverbs, aphorisms. Records should be clear and concise, reflecting only the essence.

The main problems lie closer to the head. It is appropriate to present the problems in order of origin in relation to the events in the work.

It is important to use the fish skeleton when it is necessary to identify the scope of the problem, their relationship, show the causes and consequences of the events, and analyze the causes of the problems. We often come across misinterpretations of this scheme in the work of some teachers and sometimes in scientific articles in internet sources.



This scheme cannot be used in any lesson; this graphic organizer should be appropriate to the purpose of the lesson. We can use this scheme if the lesson deals with the origin and consequences of a problem and requires structural analysis. It is effective to use it in lessons where problems exist.

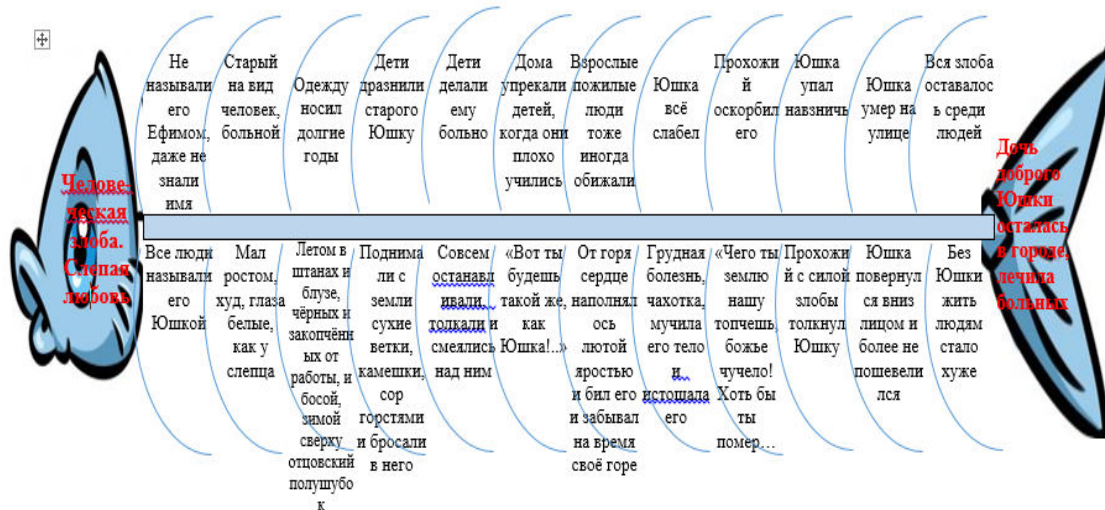
The “fish skeleton” scheme allows you to describe a number of problems and try to solve or draw conclusions. The scheme shapes and activates systematic, creative, analytical thinking.

Technology of working with the scheme "Fish Skeleton"

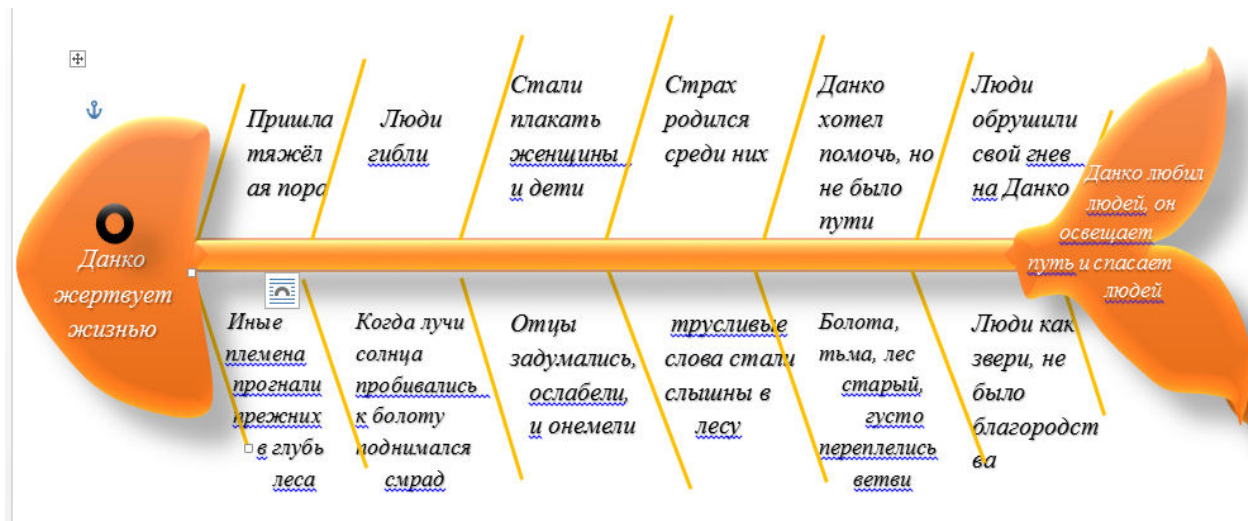
№	Stages of work	Allocated time	Summary of activities	
			Educator	Learner
1	Giving instructions	2-3m	Introduces the rules of filling in the scheme	Listens, asks questions
2	Fill in the fishbone	3-5m	Observes, directs	Working individually / in pairs
3	Join into mini groups, compare and complete schematics	3-7m	Observes, coordinates	They combine their ideas into a general scheme
4	Presentation of results: it allows to see, summarize the problems, their complex nature	3-5m	They listen, give the second group a chance to fill in.	They present the results, express their opinions
5	Summarize, analyze and evaluate	2-3m	Summarizes results, analyzes and evaluates	Can self-assess

group work

“Fishbone” (Fish Skeleton) based on the “Legend of Danko” in A.M Gorky’s story “Old woman Izergil”



By completing the chart and presenting the results, the learners present what problem they have found, what evidence they have explained, and provide a solution to the problem.



Scheme "Fish skeleton" based on the story "Yushka" by A. Platonov

Concluding after the group work, the teacher points out that Yushka is seriously ill and may die that day, but that it is not right to die in this way, to stay on the street, to be surrounded by kind people.

In describing mini-problems, the student is able to understand and interpret the cause of an event between events and its consequences. The author condemns human cruelty and helps to draw the right conclusions. The story of "Yushka" is an eternal hymn of kindness.

The reason for choosing high school high school texts is that the "Fish Skeleton" scheme can be used at a higher level of BKM level in cognitive and educational activities. In high school, the following topics are included in the syllabus: "Cause, condition, how to express consequences (9th grade. Cause, situation, effectiveness. Pp. 63-66)

The structural-logical scheme of Fishbone allows to form students' speech competence. According to this scheme, a teacher can ask an infinite number of questions. Children work with the text of the work, determine the cause-and-effect relationship, understand the author's position, know their views on the problem situation, and draw conclusions. Every event that happens has its own cause and effect. You can find out by filling in the fish skeleton. The advantage of Professor Ishikawa's graphic organizer is huge.

When a person understands the material, he expresses his thoughts more freely because he understands the essence of the situation.

Experience shows that the introduction of such organizers in the learning process develops communicative competence by 25-35%, makes the learning process more effective and meaningful, and creates the following opportunities:

1. Good mastering of theoretical knowledge, increasing the effectiveness of teaching Russian in educational institutions.
2. Make the process of learning Russian language and literature effective and creative.
3. Make the material understandable and convenient for reuse in control lessons.
4. Make analytical conclusions on the studied material, effective analysis of problems, structures, schemes.

A student who has mastered the information can freely express it, express their opinion, draw conclusions.

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