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CURRICULA FOR TEACHING KARAKALPAK LITERATURE

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ABSTRACT

The article is devoted to the teacher of literature a great methodical qualification on teaching Karakalpak poetry the types of lessons, the using of methods and lectures correctly. Among them, one of the most important issues is to teach students about poet's creative works through the methods of lectures and its types. One of the most important methodical problems in achieving students knowledge, theoretical conceptions, practice is to teach materials of literary schemes through various types of lessons. It from the teacher of literature a great methodical qualification on teaching Karakalpak poetry the types of lessons, the using of methods and lectures correctly in the academic lyceums. Among them, one of the most important issues is to teach students about poet's creative works through the methods of lectures and its types. These methodical issues haven't been researched enough yet. It is acceptable to use problematic lecture, monographic lecture, scanning lecture, expository energy lectures on teaching Karakalpak poetry.

KEYWORDS: *The Process of The Lessons, Literature, Specialist In Literature, Poetry, Poem, Character, Creative Work, Style, Method, Writing, Genres, Language, Training.*

INTRODUCTION

Therefore, the global science "Pedagogy" is going through rapid development and change. There is a wide range of research works on improving student learning skills around the world, based on a competent approach, the quality of teaching Karakalpak literature and the application of theoretical knowledge in practice by students. Over the years of independence, came to the firm conclusion that in the country a new system of training teachers was developed, professional, spiritual and moral training of future teachers determines the quality and effectiveness of teaching in lifelong education. The development of curricula, programs, textbooks of teaching

aids in accordance with the requirements of the state educational standard, teaching literature in accordance with the new curriculum and the requirements that the scientific, theoretical, aesthetic and methodological foundations of changes in literary education are facing before literary education through new technologies, ensure the effectiveness of practice at academic lyceums and obtaining deep scientific and practical knowledge, as well as studying the content of technology and the need to develop content. The objectives of the research are:

to acquaint the lyceum students with the essence of the ideas highlighted in the works of President on the cultural heritage, literature, art, independence and holidays of the republic; they must know the works of art that arouse a sense of love for the Motherland, delving into their contents; must know the plots, images, folklore and fiction;

To determine the scientific, theoretical, aesthetic-pedagogical, practical, methodological aspects of the methodology of teaching Karakalpak literature at academic lyceums and determine the level of its study; to identify the features of teaching Karakalpak literature in accordance with the updated pedagogical program and highlight its place in the field of education;

To show the contents of the teaching methodology of Karakalpak literature, the development of scientific sources for compiling curricula and textbooks;

To identify new forms of learning in the cycle of Karakalpak literature using innovative technologies that provides effective educational and practical results;

To be able to use interactive methods in teaching literature lessons, develop quality lesson plans and programs in accordance with standard requirements;

To determine the scientific and methodological foundations and didactic methods of analysis of literary works presented in the program of Karakalpak literature;

To study the scientific and methodological issues of extracurricular activities in the performance of Karakalpak literature and improve methods of literary studies, literary evenings and conferences, as well as develop students' independent thinking skills through extracurricular activities;

A number of studies are being conducted around the world aimed at studying the development of educational thought, including in the following priority areas: determining the territorial and regional features of the development of pedagogical thought; development of historical and methodological principles and criteria for determining the content of education; modeling of the historical path of development and prospects of training scientific and pedagogical personnel. Studies on the use of innovative technologies in teaching have been carried out by such scientists as, these include monographs, dissertations, methodological works of J.Bateson [1], Eigler Pierre [2], Langeard Eric [3], Gronroos Christian [4], C.Gronroos [6], Gumesson [5], Larry L.Ball [6], Davila T., M. Epstein, and R. Shelton [7] along with the traditions of education and upbringing, the organization of new educational forms, attention is also paid to pedagogical thoughts.

The methodological studies indicate the opinions of S.Dalimov [8], K.Yuldoshev [9], B.Tukhliev [10], A.Pakhratdinov[11], K.Yusupov[12] and others on the problems of teaching literature at schools.

A lesson is the main form of teaching. Well-known methodologists K.Yuldoshev, B. Tuxhliev, S. Matzhanov, A. Pakhratdinov and others expressed their views on this issue. Professor K. Yuldoshev gives a theoretical description and information about such types of activities as discussion, travel, competition, and a seminar. [9] Scientist methodist professor A.Pakhratdinov expressed the following opinion in his work: "In general schools, there are still unchanged teaching of Karakalpak literature, even the necessary types of lessons: introduction, mixed, combined, introducing students to new knowledge, a lesson to test students' knowledge, trust and desires, final lesson, repetition lesson and workshop".[11] The opinions expressed need to be further improved from a methodological point of view. Therefore, these opinions apply to schools and the teaching of literature. In our academic lyceum on the basis of teaching literature, we considered it necessary to pay attention to 2 problems. Firstly, we need to study the requirements for a lesson in teaching Karakalpak literature and the form of their organization. Secondly, the main goal was to study and put into practice the methods studied in teaching Karakalpak literature.

In the process of organizing training sessions as the main type, it is necessary to identify the tasks and problems of teaching. Similarly, when teaching Karakalpak literature, in order for the lesson to be of high quality and effective, the following methodological requirements must be preserved:

- The textbook of Karakalpak literature, intended for students, must comply with the state educational standard and program and provide students with a knowledge system;
- exact definition of goals and objectives, their methodological problems in accordance with the state educational standard and the teaching program;
- the need to preserve the educational, pedagogic and developing goals and their unity in the teaching of Karakalpak literature;
- the need to consider the education of students in the spirit of respect for human and national values, the implementation of the national idea and the idea of national independence in the teaching of Karakalpak literature;
- connecting the past of the people with the present day by teaching Karakalpak literature, it is necessary to form in the students' minds a sense of pride in their homeland and people.

Also, during classes it is necessary to observe an individual approach with each student, it is necessary to conduct individual work with capable, talented and poorly performing students, it is necessary to instill the habit of independent work, to independently acquire knowledge, to develop the consciousness and ability of students. At secondary schools and academic lyceums there are features of the use of lesson forms. Firstly, at schools during the lesson it will be advisable to use such types of lessons as a blended lesson, a joint lesson, introducing students to a new educational lesson, an introduction lesson, a repetition lesson, and a game lesson. Secondly, you need to take under the guidance the age-specific features of students, the time of each lesson, and the principles of compiling materials from an easy level to a difficult one. Thirdly, at academic lyceums such types of lessons as a conference, an exchange of views lesson, a lecture, and a seminar increase the students' thinking ability and interest in the lesson. As a result, a spiritual, philosophical, aesthetic feeling and a sense of beauty are formed in the students' minds.

Studies on the use of innovative technologies in teaching have been carried out by such scientists as Skarzynski P and R.Gibson , Paul Trott , Tidd J and J.Bessant], Govindarajan V and C. Trimble _ and others. The introduction of such innovations in the educational process is necessary and important. The deepening of theoretical thoughts on Karakalpak literature, the exact conclusions and because of the practical significance of these thoughts, the guidance of pedagogical principles in educating the younger generation are the reasons for the demand for modern teaching methods. Also, the use of interactive technologies in teaching Karakalpak literature has peculiar features.

The use of interactive methods in teaching Karakalpak literature gives the following results: increases students' interest in the subject of literature and activities; training material is mastered firmly; develops the ability of deep and free thinking; a culture of establishing relations is being formed; pupils actively participate in educational activities; creates a convenient psychological environment for study.

The use of interactive methods in the teaching of Karakalpak literature has its own goals and objectives. It is necessary to constantly pay attention to the issues of rules and regulations of interactive technologies used in classes on Karakalpak literature. In addition, students are given freedom of speech and the need to respect each other and ethics of communication are explained. When dividing into groups, it will be useful to give students the right to choose, and then apply the principle of random choice. Based on the results of interactive technologies in the classes on Karakalpak literature, the teacher of literature should take stock and give the participants of the groups appropriate marks.

Opinions are expressed on the methodological issues of using problematic, monographic, moving lectures in teaching Karakalpak literature at academic lyceums, and the methods of organizing lecture classes are implemented on the basis of materials given in the program of teaching technologies. Through the use of interactive technologies when teaching on the material given in the program on Karakalpak literature, a sense of humanism, love for the homeland and mutual respect is formed in the students' minds. In the methodology of teaching Karakalpak literature, there is a peculiar order of analysis of a work of art and work on it, by purpose, task. A study of the work of each writer is required in connection with peculiar features.

By analyzing works of art under this literature program, students can familiarize themselves with its ideological content, images, and genre qualities. Along with this, one must be guided by the main principles of the analysis of a work of art. Studying the topic, the idea of a work of art. The event described in it and what period they relate to, it is necessary to pay attention to the writer's view of the present.

It is necessary to study prose works in academic lyceums according to the number of hours allocated for the program, as well as to train students in prose works according to the following requirements:

- To educate students on prose works and develop their scientific thinking;
- To study the characteristic features of the period described in the prose work;
- To study the features and importance of the main images in prose works;

In the course of analysis of an artwork, students form such knowledge and skills as mastering the form and content of the work, determining the genre variety and the main problems posed in the work, knowledge of its plot, compositional elements, and world of images, artistic and ideological features.

If the organized corners of shows on Karakalpak literature increase the aesthetic feelings and research abilities of students, then wall newspapers and magazines form their ability to express their thoughts and creativity in writing.

Defines the results of experimental and practical work on Karakalpak literature conducted at academic lyceums as follows: were studied the possibilities of organizing experimental work, their analysis, and indicators of the level of effectiveness of their results were examined.

The organization of experimental work on the basis of a certain order and program ensured their effectiveness. The program of experimental work defines the criteria, indicators and development methods, the results of the study of fiction during the lesson.

The basis for the formation of educational tasks is the question of the aesthetic and spiritual education of students on the basis of a reassessment of the values, traditions of the people, their culture and spiritual wealth, which require a systematic approach to highlight the ways and techniques of intellectual work.

Such stage-by-stage forms of work are improving the students' skills and abilities, solving problematic problems in literature, and analyzing specific situations.

As the study showed, positive results in the implementation of the tasks were achieved by highlighting the communicative skills and abilities, and therefore, special attention was paid to ways of improving the culture of oral and written speech, the types of essays and assessment criteria. At the same time, the organization of systematic and focused work on improving the formation of key concepts and skills, such as building a definition in a given form, evaluating and maintaining one's own position, evaluating and fixing the position of the interlocutor, reaching a general conclusion remained as the most important reserve for the development and improvement of skills for analyzing literary text.

Research prospects are thought in creating a series of special educational tools that form linguistic and communicative competence and educational tasks.

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