USE OF INNOVATIVE AND INTERACTIVE METHODS IN THE PROCESS OF TEACHING MOTHER LANGUAGE LITERATURE TO STUDENTS

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Annotation

In this article, several recommendations are given on the methodology of teaching the subject of the

mother tongue. In today's globalized environment, learning foreign languages is gaining importance, so it is necessary to master our mother tongue.

Key words

interactive game, interview method, charkhpalak method, typography.

Our respect and love for our mother tongue entered our body and soul with the white milk of our mother, the words of Allah were absorbed into our hearts in the form of the alphabet taught by our first teachers, and it entered our soul and soul through what we heard from adults and teachers, what we read and heard from books. has been In fact, reading books with our language skills, communicating with others, consciously managing our own behavior, knowing various information, information, enriching our worldview and knowledge, is one of the ways to find our place in life as a professional and specialist. acts as a key. That's why it is necessary to teach young students to write literately and beautifully, to compose texts independently. Grouping students into groups when creating a text also gives a positive result. In groups, students learn to work as a team, listen to the opinions of others, and support their views with evidence. The correct organization of the creative work process increases the activity of students in the lesson and forces indifferent and frustrated students to work, think creatively, and think. The various interactive methods used in this regard are important in improving literacy and eliminating errors. Improving literacy in the

mother tongue is a laborious and time-consuming process that requires a high level of skill and creativity from the teacher.

The term "interactive" is derived from the English word "interact" (or "interaction effect"). It means to think together. The interactive method serves to activate the acquisition of knowledge and develop personal qualities of students by increasing the activity between students and the teacher in the educational process. The use of interactive methods helps to increase the effectiveness of the lesson. The main criteria of interactive education: conducting informal debates, training. Below are some examples of interactive methods that can help students improve their literacy and writing skills. With the help of the "interview method", in addition to the development of students' written speech, there is an opportunity to expand their independent and logical thinking skills, to reveal their creativity. In the 7th grade, when the topic "Connector" is taught, students are given tasks to compose a text based on a certain topic. The teacher explains to the students the task of interviewing people who are achieving certain achievements in the field of science, art and sports in the school, neighborhood or district where they are studying and explaining their activities. In the process of completing these tasks, the student's interest in science increases, the level of literacy increases, and the student's ability is determined. The most important thing is that the child will develop a sense of pride in the place where he lives and his compatriots. "Restore the cut" game. Content of the game: the teacher or a group of students says something that has been omitted. Another student participating in the game restores the sentence based on the meaning of the sentence. For example: Nadir is in front of him (confused, confused, blushed, lost his temper, etc.) "Charkhpalak method". Using this method gives good results. For example, in the 8th grade, when students are divided into three groups to reinforce the topic of "Compound Sentences", one piece of white paper is distributed to each group. Groups choose a topic they like and compose a text under this title. Each student will have the opportunity to compose one sentence with coherent fragments that illuminate the topic, and each sentence will be logically connected with the preceding sentence. necessity is mentioned. With the help of this method, it is possible to develop the skills of mutual disclosure, independent and logical thinking, as well as to develop their written literacy.

Typography. Task: make other new words using the long word. Whoever makes the most words is the winner. The game can get complicated. Only words consisting of two, three or four syllables are taken into account during the game.

If we make a conclusion based on the above thoughts, The technology of didactic games includes various didactic games during the lesson use and through them to enliven, active movement and interest in the lesson sets a goal for himself. Giving new knowledge to students through games, formation of skills, creative abilities of small group members can be encouraged. Games in the introductory or final part of the lesson can be transferred. Games can be divided into 7 types according to their purpose:

1. Aimed at creating a healthy environment for group work

games:

- helps group members get to know each other;

- creates a desire to work in a group;

- ensures that group members feel free, fatigue distributes.

2. Games aimed at identifying common interests:

- helps to quickly restore the internal relations of group members

(by identifying common interests, dreams);

- new members (students) who have just joined the group

helps them to adapt to the conditions.

3. Games supporting group unity:

- helps to establish norms of interaction;

- will be aimed at strengthening the unity and cohesiveness of the group.

4. Connecting games:

- easy, natural transition from one subject to another provides;

- serves to connect different concepts;

- activates the completion stage of learning a new topic.

5. Incentive games:

- encourages group work;

- helps to discuss complex topics;

- during the lesson, it helps to "catch your breath" and continue the work.

6. Games that encourage creativity:

- looking at the world with different eyes, innovative methods in education 1helps to apply;

- the participants of the game discover new aspects of themselves,

they form the ability to accept newness.

7. Final games:

- completing the study of major topics, acquired knowledge and helps to strengthen skills;

- evaluation of innovative methods of education and reaction to it teaches to express.

At the end of each game used in the educational process, the teacher time is allocated for the review. How is this or that game played by the members of the group pay attention to commenting on what ideas were received in the group is given.

Below are some examples of games used in mother tongue classes we bring:

Share your memories The purpose of the game is: 1. Interaction between students in the class provides cooperation and an environment of mutual trust. 2. Students' thinking increases the ability. 3. Conditions for class students to understand each other well gives birth. The number of students in small groups should not exceed minutes are allotted for the game. 5 years before the students when this game was played in the 1st grade classes they are asked to remember the days when they took their first steps in school. The process of remembering initially performed non-verbally (inner speech). Then the memories are told orally. This game strengthens students' memory, independent thinking and communication develops oral speech skills. It stimulates the process of remembering resources (picture, Alphabet book, bell) can be used. Listen and draw conclusions This game is one of the connecting games creates the possibility of "easy" transition from one topic to another new an introduction to the topic, the function of a "bridge" connecting different concepts will pass.

The goals of playing the game:

1. To attract the attention of students coordination.

2. Involving students to work in groups.

3. New how to communicate and listen to each other during the topic presentation

culture formation. 15 minutes will be allocated for the game. Tips for playing the game:

1. The native language teacher gives the following task to the students of the class:

Choose two partners from other creative groups. 3 people choose your favorite color. For example, the Republic of Uzbekistan from the colors of the flag: blue, red, white, blue.

2. What each of the small creative groups tells others. They will advise if it is possible to pronounce it, soon in mother tongue classes they choose one of the taught topics (such as "Language and speech", "Vocabulary").

3. You will be given 2 minutes to think.

4. In the presentation, each creative group will present on the topic of their choice informs others. 3 participants complement each other. For presentation Time is allocated from 2 minutes. The teacher watches the time.

5. Other group members draw conclusions about what they heard. This is the last loop in the game, and conclusions are given special importance. The above game makes it easier to review the topics covered. Making independent conclusions about the existing knowledge of students in a short time skills are formed. This is an important factor in developing critical thinking.