

# PROBLEMS OF USING INNOVATIVE TECHNOLOGIES IN TEACHING KARAKALPAK LITERATURE AT SCHOOLS

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## Abstract

Improving the scientific and methodological foundations of teaching Karakalpak literature at schools and the principles of compiling textbooks, improving methodological issues using problematic, monographic, review texts based on the materials presented in the Karakalpak literary program, lecture classes and teaching methods. The mechanism of using interactive methods in modern lessons has been improved; it has been strengthened by teacher motivation based on the needs of teachers, using effective problem-solving situations in teaching Karakalpak literature and activating the communicative process.

**Keywords:** the process of the lesson, training, literary conference, activity of the club, extra classes, character, creative work.

## Introduction

The aim of the research is to develop methodological recommendations for improving innovative pedagogical technologies in teaching Karakalpak literature in senior classes. The object of the research was the process of improving innovative pedagogical technologies in teaching Karakalpak literature in senior classes; 400 students from comprehensive schools No. 15 in the Chimbay district, No. 38 in Nukus, Republic of Karakalpakstan, and No. 36 in the Konimekh district of the Navoi region took part in the experimental work. The subject of the research is the content, forms, methods and teaching materials of innovative pedagogical technologies in teaching Karakalpak literature in senior classes.

The research methods. During the study, methods of comparison, modeling, pedagogical observation, pedagogical experiment, conversation, testing, pedagogical experiment, mathematical and statistical analysis and generalization of the analysis results were used.

The scientific and theoretical foundations of the use of innovative pedagogical technologies in teaching Karakalpak literature in senior classes, pedagogical and practical methodological aspects, their origin, development and research were identified. The possibilities of using innovative pedagogical technologies in teaching Karakalpak literature in grades 10-11 were improved based on modern technologies, scientific and methodological foundations, literature programs and principles of constructing modern lessons that give good results in practice.



Proposals for studying the possibilities of using innovative pedagogical technologies in teaching Karakalpak literature in grades 10-11, including modern technologies, scientific and methodological foundations, a literature program and principles for constructing modern lessons that give good results in practice, served as the basis for the fundamental project No. FZ-2016-0908165532 "Methodology for the development of the native language and literature in accordance with the new alphabet and spelling rules of the Karakalpak language," which is planned for implementation in the Karakalpak branch of national institute of educational pedagogy named after Kori-Niyazi. (Reference No. 463 dated November 18, 2024 of the at Karakalpak branch of national institute of educational pedagogy named after Kori-Niyazi, Ministry of Preschool and School Education of the Republic of Uzbekistan). As a result, cooperation was achieved with teachers and students based on understanding, practical application of theoretical knowledge and orientation towards analytical, creative, alternative and divergent approaches.

Relevant proposals and recommendations on the use of creative, communicative and speech competencies of students through problem-based lessons, theater lessons, teaching dramatic works, organized on the basis of the mechanism for improving innovative pedagogical technologies in teaching Karakalpak literature in senior classes were reflected in the content of the textbook "Improving the methodology of teaching Karakalpak literature in high school through innovative pedagogical means." (Reference No. 505/1 dated October 29, 2024 of Karakalpak Research Institute of Humanities of the Karakalpak Branch of the Academy of Sciences of the Republic of Uzbekistan). As a result, this contributed to the development of creative, communicative and speech competencies of students in teaching lyrical, epic and dramatic works in high school.

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 schools and obtaining deep scientific and practical knowledge, as well as studying the content of technology and the need to develop content.

At schools, basic concepts are studied according to the methodology of teaching Karakalpak literature, the relationship of programs with subjects, the principles of teaching, the organization and planning of classes, interactive methods, the analysis of works of art, the study of the writers' work, the conduct of extracurricular activities. It is important to study in a comparative way the point of view of scientists on current problems of teaching literature, to outline the development of the direction of methodological and theoretical opinions. The methodological studies indicate the opinions of S. Akhmetov, A. Pakhratdinov, K. Yuldoshev, B. Tukhliiev, A. Abdurazzokov, Z. Aizhanov, K. Palymbetov, K. Yusupov and others on the problems of teaching literature at schools.

Considering age and psychological features of students on the materials included in the program on Karakalpak literature, it is necessary to familiarize students with the best examples of Karakalpak literature, literature of related people and world literature, to instill a sense of love for the motherland in the hearts of young people, a national feeling, and also an awakening of a sense of respect for national values and the ability to express one's opinion by studying the poetic characteristics of fiction. It is also necessary to consider that the materials included in the literature program are selected literary works, and therefore it is necessary to take into account the peculiarity of the language, psychological and pedagogical requirements of students.

Analysis of works of art and requirements for them, discussion of the text, types of analysis and methods will be studied in the course of classes under the program intended for schools. By analyzing the works of art, the students are explained the educational, moral, aesthetic, spiritual tasks of upbringing, that each people is strong in its high culture and spirituality. These program materials will be studied with the help of new types of classes: seminar, game, competition, test, conference and discussion. Teachers will need pedagogical and methodological abilities while teaching Karakalpak literature. Each lesson in literature should be held in connection with philosophy, linguistics, literary criticism, history, aesthetics, pedagogy and psychology.

Attention is paid to the features of using the methods of pedagogical technology in various types of classes on Karakalpak literature at schools: a conference, a lesson to test the knowledge and desires of students, mixed, combined and new educational lessons, attention is paid to the relationship between teacher and student, the need to change their tasks, on pedagogical technologies, having expressed opinions about the technological features of the interactive method, attention is paid to the use of such interactive methods in the lessons of the Karakalpak literature as "Brainstorming", "Cluster", "Corners strategy", "Three-stage interview", "Round table", "Zig-Zag method", "Insert", etc. methods and games. In addition to them, the purpose and principles of teaching in the analysis of works of art, scientific analysis, didactic analysis and the problems of using these types of analysis in practice are studied.

A lesson is the main form of teaching. Well-known methodologists K. Yuldoshev, B. Tukhliev, S. Matzhanov, S. Akhmetov, 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. Scientist methodist B. Tukhliev expresses his opinion about the classes and identifies several types. 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". Having further developed this opinion, K. Palymbetov divided the type of classes into the following types: "In modern schools, the technology proposed is as follows: a lesson-mastery of new knowledge, a lesson-mastery of abilities and desires, a lesson on the integrated use of knowledge, a lesson on the generalization and systematization of knowledge, lesson on testing abilities and desires, assessment and correctional lessons". 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.

Teaching Karakalpak literature with the help of new educational lessons, conferences, disputes are considered the most important methodological task. We considered it necessary to dwell on the methodology of the conference. The methodologists reasonably determined the purpose and objectives of the conference: "A lesson-conference is one of the types of classes in and out of the lesson. We study the materials of the lesson-conference for the following purposes. It's necessary to have a concept of the material being conducted, a deep knowledge of scientific and theoretical materials, and the development of an understanding of the topic being studied." There are few methodological opinions on this type of lesson. Therefore, attention is paid to the content of the lesson conference and the way they are taught, to the problem and the peculiarity of teaching the materials of the lesson conference presented in the program.

Conducting lessons increase interest in the lesson through the various types of activities given in the program. Also methodological suggestions and opinions on the conduct of the lesson are given, an exchange of views, the purpose and objectives of the lesson, the organization of the lesson, and ways to assess the knowledge of students in the lesson. Exchange of views lesson develops the ability of thinking, the opinions of students and increases interest in literature.

At secondary schools 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 schools 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.

Problems of using innovative technologies in teaching Karakalpak literature, introducing innovation into the educational system of the Republic of Uzbekistan, tasks based on the development of methods that give quick and good results in practice, new methods and ways of education that are consistent with world achievements.

Studies on the use of innovative technologies in teaching have been carried out by such scientists as Zh.G. Yuldashev, N. Azizkhodzhaeva, G.D. Baubekova, G.M. Khalikova, N. Shamshieva, U.K. Tolipov, M. Usmonboeva, M. Makhkamova, K.A. Yusupov 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 their work “Fundamentals of the Use of Pedagogical Technologies” Uzbek methodologists U.K. Tolipov and M. Usmonboev elaborated on the issue of using these methods at school classes and expressed their opinion. It is necessary to list the differences between the methods



used at academic lyceums from the methods carried out at schools. Firstly, it will not be appropriate to use the same methods in both cases. Here you need to consider the application of methods taking into account the age characteristics of students. Secondly, it is necessary to classify methods according to features and methods of application. From the methodological point of view, it is advisable to apply such methods as “PREC”, “Cluster”, “Vienna Diagram”, “Insert”, “Brainstorming”, “I know. I want to know. I learned”, “Black Box”, “Zig-Zag” at classes on Karakalpak literature at academic lyceums. However, these methods are difficult for students at schools.

The creative, communicative and speech competencies of students were improved through problem-based lessons, theater lessons, competitions, role-playing games, discussions, conferences and seminars organized on the basis of the mechanism for improving innovative pedagogical technologies in teaching Karakalpak literature in senior classes, as well as through teaching lyrical, epic and dramatic works. The students' abilities for independent learning and free thinking in teaching Karakalpak literature in senior classes have been improved through the use of problem-based and independent forms of learning based on the achievements of world pedagogical science, creative, cognitive, heuristic, innovative technologies based on effective learning and yielding good results in practice.

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